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ABSTRACT

Intended to help elementary and secondary school teachers model and teach communication skills in all subject matters, this curriculum guide is divided into four sections. The introduction describes the program's goals, explains how to use the guide, and presents grade appropriate profiles of communication skills competence. The second section lists indicators of student competence in speaking and understanding spoken English, evaluating and responding to messages, and building and maintaining human relationships. It also provides examples of student assessment records and sample activities. Section three presents a series of activities coded for grade level appropriateness and type of skill developed. The final section includes explanations, definitions, and a rationale and suggestions for teachers and students in utilizing communication techniques; illustrates the life application of specific communication skills; and lists both print and nonprint resources on communication methods and activities. (MM)

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TARGET:
COMMUNICATION SKILLS

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K-12
Curriculum Guide

CS 207829

TARGET:

Communication Skills

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Lincoln, Nebraska
1982

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April, 1982

ELEMENTS CRITICAL TO PROGRAM SUCCESS

PHILOSOPHY	Communication skills of speaking, observing, listening, and nonverbal language are essential for all students. Teachers directly teach and/or model communication skills in all subject matters, not English language arts alone.
METHOD	Teachers demonstrate good communication skills, regularly review their personal achievement of the program outcomes, and actively enhance it by inservice participation or self-directed communication skills experience. They assess student proficiency and provide process instruction for students who need it.
CONTENT	Teachers directly teach the student learning outcomes through the use of the philosophy and activities from the curriculum guide. They identify for students the outcome (purpose) for all communication skills classroom activities. Students are encouraged to be partners in their own communication skill achievement through knowledge of their assessment and progress.
EVALUATION	Schools choosing to evaluate the program may use data from the Student Assessment Records, both pre- and post-assessment, or an optional form. If the district chooses to evaluate the program, it may use data from Student Assessment Records, both pre- and post-assessment, or student achievement of standardized tests of communication skills (which are not presently part of the district testing program).

HOW TO USE THIS GUIDE

Teacher's Year-Planner for TARGET: COMMUNICATION SKILLS

Here's a checklist to help you plan a year's instruction. Adjust the plan to your students, your materials, and related instruction. The result can be integration of communication skills into all classroom activities.

Self-check

______ 1. Review the description of competence for your students. These statements describe the desirable end result of instruction:

	Pages
The Competent Child, K-3	I/9
The Competent Child, 4-6	I/10
The Competent Adolescent, 7-12	I/11

______ 2. Turn to the Student Outcomes, page I/13.

Teaching responsibilities for each year are specified in the "Focus-Teaching Years" column at the left of the page. These outcomes are the heart of the program.

______ 3. The Grade-Level Instruction section identifies outcome content of speaking, observing, listening, or nonverbal language, and provides short activity descriptions:

Primary	E/9-E/13
Intermediate	E/23-E/27
Junior High	S/9-S/14
Senior High	S/23-S/29

______ 4. Select an appropriate outcome for your students, and turn to the Activities section, pages (A)ES/1-(A)S/91. .

From the activities that have your grade level in the upper right-hand corner, find the ones that are coded to the outcome you have selected. Select the one that you prefer for an initial communication skills activity, adjusting it to whatever is unique about your classroom or students. Correlate the activity with a teaching objective or content: it is a means to an end, not an end in itself.

______ 5. Turn to the Background Information section, pages R/3-R/26.

This section includes valuable information about terms and procedures used in the activities.

______ 6. At this point you may want to examine the Print and Non-Print Media section, pages R/47-R/66.

The district owns many print and non-print resources that are very useful for instruction. The guide contains ordering information.

______ 7. Use the Student Assessment Record for your year (optional):

Primary (K-3)	E/7
I.G.E. (3-4)	E/8
Intermediate (4-6)	E/21
Junior High (7-9)	S/7
Senior High (10-12)	S/21

________ 8. Conduct the activity you selected in (4.) for all your students.

For the student outcome the activity supports, assess student achievement (you may, if you wish, assess any other outcomes which the activity is coded to support). Support your judgment by use of the Achievement Indicator Statements that describe student competence in the outcome you have selected.

Primary	E/3-E/5
Intermediate	E/17-E/19
Junior High	S/3-S/6
Senior High	S/17-S/20

Use the coding key on the Student Assessment Record to record your assessment for each student. Continue to observe students in regular classroom activities or in activities from the curriculum guide until you have assessment data for each student for each outcome.

________ 9. Use the complete Student Assessment Record (if you completed (4.)) as a planning chart for future instruction. You may wish to group students who need instruction in the same outcomes. You may wish to assess the students both at the beginning and at the end of the year. The Assessment Record is a useful tool for parent-teacher conference communication

________ 10. Additional instruction supports are these:

a. Elements Critical to Program Success, page I/2, identify what is unique about TARGET: COMMUNICATION SKILLS. Any decision about the worth of the program needs to be related to the extent of implementation of all of the Critical Elements.

b. The Life Applications section, pages R/27-R/46, provides occupational, citizenship, and maintenance applications of the outcomes throughout life. This reinforces the need for communication skills instruction in the classroom.

c. Pages I/5 and I/6 list the program support for six of the ten district goals.

d. The list of English graduation requirements, page I/7, identifies nine of the fifteen as communication skills. Instruction in program outcomes from primary through senior high years supports student achievement of the requirements.

e. The Program Model, page I/8, illustrates some of the many applications of speaking, observing, listening, and nonverbal skills in classrooms.

HAVE A SUCCESSFUL YEAR!

DISTRICT GOALS SUPPORTED BY THE TARGET:COMMUNICATION SKILLS PROGRAM

LINCOLN PUBLIC SCHOOLS GOALS:

To the degree they are able, all students should:

1. Think logically, objectively and creatively. Acquire, analyze, and evaluate information as the basis for making decisions.
2. Communicate effectively by reading, writing, speaking, observing and listening.
3. Understand and use basic mathematics.
4. Understand and use basic scientific and technological knowledge and processes.
5. Know about human beings, their environments and their achievements, past and present.
6. Understand and follow practices associated with good health.
7. Find satisfaction in aesthetic expression.
8. Develop habits, attitudes and values helpful to themselves and others.
9. Respect and have confidence in themselves.
10. Establish and maintain positive relationships with others.

PROGRAM SUPPORT FOR DISTRICT GOALS:

The communication skills program provides students in all classes, (e.g., mathematics and science, as well as English) with opportunity to achieve the district goals highlighted above, in these ways:

DISTRICT GOAL 1: Communication skills encourage students to develop logic and analysis in a variety of situations, such as objectively presenting ideas and information to others. In order to present that information, students learn to differentiate between facts and opinions. Communication skills also help students gain self-knowledge and the ability to creatively express themselves. Communication skills promote active participation in the teaching-learning process. Students' thinking and decision-making abilities are enhanced when they are encouraged to acquire, analyze, and evaluate information which they have in order to present facts, information, and feelings in small groups, on a one-to-one basis, or to an entire class.

DISTRICT GOAL 2: A communication skills program encourages students to read about, observe, and listen to others and the world around them. When speaking is involved, students learn that reading, observing, and listening help them gain information to share with others. In addition, they learn that reading aloud and speaking need to be accomplished effectively. The communication skills program is the basis for learning to be effective when reading aloud, observing, listening, speaking and writing, for carry-over from speaking to writing is great.

DISTRICT GOAL 7: Communication skills programs enhance the study of literature, drama, art, dance, and other forms of aesthetic expression. Oral reading, readers' theatre, role-playing and creative dramatics are all a part of the communication skills utilized in activities and methods in the program, all of which support both the literature program goals and the communication skills goals, and which support aesthetic expression in other mediums as well.

DISTRICT GOAL 8: Many of the activities and techniques in the communication skills program help students develop reading habits, research skills, open attitudes towards others who are "different" from them (e.g., in cultures, backgrounds, values, practices, religions). Communication skills provide the tools of critical thinking, analysis, role-playing, and re-creating persons and events for discussion purposes, for helping students to distinguish among a variety of values.

DISTRICT GOAL 9: The study of communication enables students to gain knowledge about themselves and others. As students gain information about themselves, they gain self-confidence. Gaining self-confidence helps students learn self-respect, and enables them to gain the respect and confidence of others as well.

DISTRICT GOAL 10: One of the major parts of the communication skills program is learning how to gain and build relationships with others, and then learn to maintain those relationships. Students learn how to get along with others, how to ask questions, when to ask questions, how to take turns in the communication situation, and how to solve conflicts and problems in group situations.

ENGLISH

Graduation Requirements

Learnings

CURRICULUM
GUIDE SUPPORT:

TARGET: WRITING[1]

1 Write to record information for own use (copy accurately, and record relevant, complete information). (Supporting Goal #2)

2 Write to organize and convey factual knowledge (record a sequence of events, characteristics of a person, place or thing, and information appropriate to a task). (Supporting Goal #2)

3 Write to give directions (write clear and complete directions). (Supporting Goal #2)

TARGET: SPELLING[2]

4 Spell the district 1,000 word spelling list correctly. (Supporting Goal #2)

5 Spell accurately in writing, when using references. (Supporting Gaol #2)

TARGET: COMMUNICATION SKILLS[2]

6 Use words and pronunciation appropriate for situation. (Supporting Goal #2)

7 Identify main ideas in messages. (Supporting Goal #2)

8 Express ideas and give directions clearly, concisely and accurately. (Supporting Goal #2)

9 Ask and answer questions accurately and effectively to give and get information. (Supporting Goal #2)

TARGET: LITERATURE[2]

10 Respond to written and visual literature (know what, when, where, and who). (Supporting Goal #2)

11 Communicate to convince others.

12 Communicate to give form to experience.

13 Organize messages so others can understand them. (Supporting Goal #2)

14 Recognize when another does not understand one's message. (Supporting Goal #2)

15 Express feelings to others appropriately. (Supporting Goal #2)

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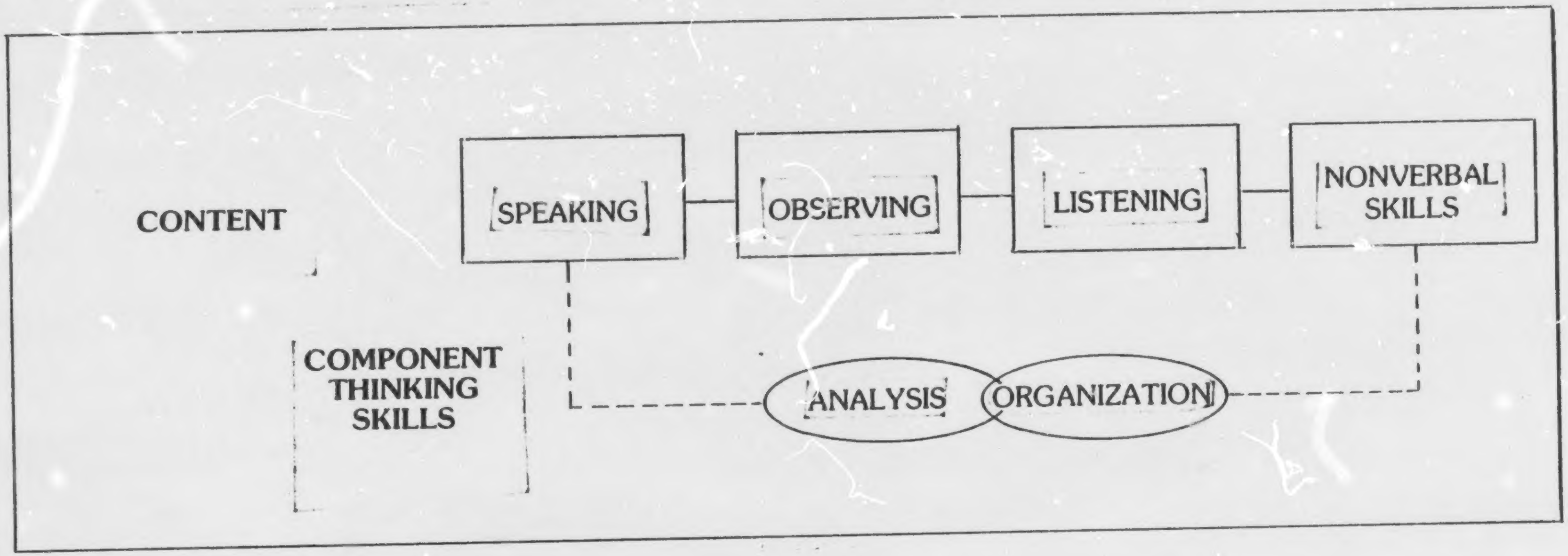
[1] Piloted in 1978, implemented in 1979

[2] Piloted in 1981, implemented in 1982

Program Model, TARGET: COMMUNICATION SKILLS
K-12, Lincoln Public Schools


CONTENT
SPEAKING
OBSERVING
LISTENING
NONVERBAL SKILLS
COMPONENT THINKING SKILLS
ANALYSIS
ORGANIZATION

Some Classroom Applications:

Discussion:
- Agenda setting
- Conflict resolution
- Group roles
- Leadership
- Role playing

Oral interpretation:
- Creative dramatics
- Reading aloud
- Role-playing
- Storytelling

Media:
- Evaluation
- Response

Interpersonal Communication:
- Building and maintaining relationships
- Conflict resolution
- Protecting one's rights

Public Speaking:
- Basic speech
- Debate
- One-to-many speaking

THE COMPETENT CHILD

Grades K-3 *

These statements broadly describe a primary (K-3) child having communication skills competence. The competent child knows the rules of language structure and how to use language as a tool in everyday situations.

1. Accepts commendation and criticism gracefully.
2. Gains and maintains the attention of adults in socially acceptable ways.
3. Uses adults as resources when a task is clearly too difficult.
4. Expresses both affection and hostility to adults.
5. Assumes control in peer-related activities or follows the lead of others.
6. Expresses both affection and hostility to peers, and collaborates when appropriate.
7. Competes with peers -- that is, exhibits interpersonal competition.
8. Praises self and/or shows pride in own accomplishments.
9. Involves self in adult role-playing behaviors or otherwise expresses the desire to grow up.
10. Appreciates the competency of others.

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* DEVELOPMENT OF FUNCTIONAL COMMUNICATION COMPETENCIES: PRE-K - GRADE 6, Barbara Sundene Wood, Editor, ERIC Clearinghouse on Reading and Communication Skills, 1977.

THE COMPETENT CHILD

Grades 4-6 *

These statements broadly describe an intermediate (4-6) child having communication skills competence. The competent child knows the rules of language structure and how to use language as a tool in everyday situations.

1. Accepts commendation and criticism gracefully.
2. Gains and maintains the attention of adults in socially acceptable ways.
3. Uses adults as resources when a task is clearly too difficult.
4. Expresses both affection and hostility to adults.
5. Assumes control in peer-related activities or follows the lead of others.
6. Expresses both affection and hostility to peers, and collaborates when appropriate.
7. Competes with peers -- that is, exhibits interpersonal competition.
8. Praises self and/or shows pride in own accomplishments.
9. Involves self in adult role-playing behaviors or otherwise expresses the desire to grow up.
10. Appreciates the competency of others.
11. Gives evidence of opinion to support a claim.
12. Presents a variety of arguments to support a plan of action.
13. Takes into account another person's point of view in talking with that person, especially if asked to do so.
14. Presents and understands information in messages related to objects and processes not immediately visible.
15. Reads effectively the feedback of others to own messages; supplies relevant feedback to others when they communicate.

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* DEVELOPMENT OF FUNCTIONAL COMMUNICATION COMPETENCIES: PRE-K - GRADE 6, Barbara Sundene Wood, Editor, ERIC Clearinghouse on Reading and Communication Skills, 1977.

THE COMPETENT ADOLESCENT

Grades 7-12 *

These statements broadly describe an adolescent (grades 7-12) having communication skills competence. The competent adolescent knows the rules of language structure and how to use language as a tool in everyday situations.

1. Gains and maintains the attention of others in socially acceptable ways.

2. Uses others as resources when a task is difficult.

3. Expresses both affection and hostility to others.

4. Assumes control in peer-related activities or follows the lead of others (for example, gives suggestions and follows suggestions).

5. Competes with peers -- exhibits interpersonal competition.

6. Praises self and/or shows pride in own accomplishments.

7. Gives evidence of opinion to support a claim.

8. Presents a variety of arguments to support a plan of action.

9. Takes into account another person's point of view in talking with that person, especially if asked to do so.

10. Presents and understands information in messages related to objects and processes not immediately visible.

11. Reads effectively the feedback of others to own messages; supplies relevant feedback to others when they communicate.

12. Evaluates the messages of others critically and makes appropriate comments regarding such evaluations.

13. Takes the role of another person effectively without being pushed to do so.

14. Constructs contrary-to-fact propositions.

15. Presents a conceptualization of own thought, as well as the thoughts of others.

16. Gives, as well as understands, complex referential messages; adapts referential messages to the needs of others.

* DEVELOPMENT OF FUNCTIONAL COMMUNICATION COMPETENCIES: GRADES 7-12, Barbara Sundene Wood, Editor, ERIC Clearinghouse on Reading and Communication Skills, 1977.

STUDENT OUTCOMES*

TARGET: COMMUNICATION SKILLS

From kindergarten through twelfth grade, the program provides opportunity for students to achieve the following outcomes.

Focus-Teaching Years Primary	3-4 (IGE)	Intermediate	Junior High	Senior High	Explanations and some examples of school, occupational, citizenship and maintenance applications of each outcome are provided on the pages indicated.	Application Examples Page
					I. Communication Codes	
F	F	F	F	F	A. Listen effectively to spoken English	R/28
F	F	F	F	F	B. Use words, pronunciation and grammar appropriate for situation	R/29
F	F	F	F	F	C. Use nonverbal signs appropriate for situation	R/30
F	F	F	F	F	D. Use voice effectively	R/31
					II. Oral Message Evaluation	
F	F	F	F	F	A. Identify main ideas in messages	R/32
			F	F	B. Distinguish facts from opinions	R/33
			F	F	C. Distinguish between informative and persuasive messages	R/34
			F	F	D. Recognize when another does not understand one's message	R/35
					III. Basic Speech Communication Skills	
F	F	F	F	F	A. Express ideas clearly and concisely	R/36
	F	F	F	F	B. Express and defend with evidence a point of view	R/37
F	F	F	F	F	C. Organize messages so others can understand them	R/38
F	F	F	F	F	D. Ask questions to obtain information	R/39
F	F	F	F	F	E. Answer questions effectively	R/40
F	F	F	F	F	F. Give concise and accurate directions	R/41
F	F	F	F	F	G. Summarize messages	R/42
					IV. Human Relations	
			F	F	A. Describe another's viewpoint	R/43
			F	F	B. Describe differences in opinion	R/44
F	F	F	F	F	C. Express feelings to others	R/45
F	F	F	F	F	D. Perform social rituals	R/46

*Source: Speech Communication Association National Project on Speech Communication Competencies, 1970-76.

PRIMARY

TOPIC PAGES

Classroom Assessment:

Elements Critical to Program Success. I/2
Achievement Indicators. . . . . E/3 - E/5

Student Assessment Records:

K - 3 . . . . E/7
3 - 4 (IGE) E/8

Grade Level Instruction. . . . . E/9 - E/13

ACHIEVEMENT INDICATORS

I. Communication Codes (speaking and understanding spoken English)

A. Listen effectively to spoken English.

1. *Student follows directions with at least 75% accuracy.*
2. *Student does not continually request the same information.*
3. *Student carries out tasks with a high degree of proficiency.*

B. Use words, pronunciation, and grammar appropriate for situation.

1. *Student's language use is appropriate to the audience and situation.*
2. *Student uses pronunciation appropriate to the audience and situation.*
3. *Student uses grammar in an acceptable manner, according to the situation.*
4. *Student uses vocabulary which teachers and peers can readily understand.*
5. *Student uses language in an inoffensive manner which does not alienate teachers or peers.*

C. Use nonverbal signs appropriate for the situation.

1. *Student expresses feelings nonverbally.*
2. *Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.*
3. *Student uses appropriate eye contact when talking with the teacher or other students.*
4. *Student has facial expressions which enhance the verbal message when presenting a speech, report, or reading.*

D. Use voice effectively.

1. *Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).*
2. *Student uses adequate volume to be heard when asking a question or making a presentation.*
3. *Student uses variety in speaking (does not use same pitch, volume, or rate for every verbal response).*

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects)

A. Identify main ideas in messages.

1. *Student identifies the task to be performed when given oral instructions.*
2. *Student can restate the main idea in oral messages, instructions, or questions.*

(B. and C. are not focus-taught at K-3.)

D. Recognize when another does not understand one's message.

1. *Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).*

2. *Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).*
3. *Student recognizes when someone is troubled by word choices or ideas stated in one's messages.*
4. *Student recognizes when someone does not understand a request.*
5. *Student recognizes when someone is unable to follow directions she/he has given.*

III. Basic Speech Communication Skills (selecting and arranging message elements)

A. Express ideas clearly and concisely.

1. *Student carefully and completely explains information and observations.*
2. *Student fully and completely describes behaviors and events.*
3. *Student expresses feelings so others know how he/she feels.*

(B. is not focus-taught at K-3.)

C. Organize (order) messages so others can understand them.

1. *Student describes the order in which something happened.*
2. *Student tells the sequence of events of a story told/read in class.*
3. *Student explains how to get somewhere (home, the corner church, etc.) from the school, in sequential order.*

D. Ask questions to obtain information.

1. *Student asks questions which require more than a simple "yes" or "no" answer.*
2. *Student asks questions which help gain further information.*
3. *Student asks questions which help him/her improve school work.*

E. Answer questions effectively.

1. *Student answers questions which require explanation.*
2. *Student answers questions which require description with adequate information about behaviors or events seen/observed.*

F. Give concise and accurate directions.

1. *Student gives directions to his/her own home, from school.*
2. *Student explains to others how a game is played.*
3. *Student gives directions for making something (e.g., popcorn).*

G. Summarize messages.

1. *Student tells others the main idea of a story.*
2. *Student repeats, in his/her own words, instructions or directions given in class.*

IV. Human Relations (building and maintaining personal relationships and resolving conflict)

(A. and B. are not focus-taught at K-3.)

C. Express feelings to others.

1. *Student expresses such feelings as anger, satisfaction, dissatisfaction, joy, approval, disapproval, and personal reactions in a manner appropriate to the person(s) and situation.*
2. *Student tells others how/why she/he feels as she/he does.*
3. *Student tells others how and why she/he responds to ideas/events.*

D. Perform social rituals.

1. *Student introduces him/herself to others.*
2. *Student says "please" and "thank you" at the appropriate times.*
3. *Student makes "small talk" in casual social settings.*

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, Primary

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

School ____________

Teacher ____________

Date ____________

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
I. Communication Codes A. Listen effectively to spoken English.																																					
B. Use words, pronunciation, and grammar appropriate for situation.																																					
C. Use nonverbal signs appropriate for situation.																																					
D. Use voice effectively.																																					
II. Oral Message Evaluation A. Identify main ideas in messages.																																					
III. Basic Speech Communication Skills A. Express ideas clearly and concisely.																																					
C. Organize messages so others can understand them.																																					
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F. Give concise and accurate directions.																																					
G. Summarize messages.																																					
IV. Human Relations C. Express feelings to others.																																					
D. Perform social rituals.																																					

Key:

ONGOING ASSESSMENT
- Very Good: X
- Satisfactory: /
- Needs Improvement: (no mark)

PRE- and POST-ASSESSMENT
- Very Good: X
- Satisfactory: ✓
- Needs Improvement: —

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, 3-4 IGE

School ______________

Teacher ______________

Date ______________

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
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B. Use words, pronunciation, and grammar appropriate for situation.																																					
C. Use nonverbal signs appropriate for situation.																																					
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III. Basic Speech Communication Skills A. Express ideas clearly and concisely.																																					
B. Express and defend with evidence a point of view.																																					
C. Organize messages so others can understand them.																																					
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E. Answer questions effectively.																																					
F. Give concise and accurate directions.																																					
G. Summarize messages.																																					
IV. Human Relations C. Express feelings to others.																																					
D. Perform social rituals.																																					

Key:

ONGOING ASSESSMENT
Very Good: ✕
Satisfactory: /
Needs Improvement: (no mark)

PRE- and POST-ASSESSMENT
Very Good: ✕
Satisfactory: ✓
Needs Improvement: —

GRADE LEVEL INSTRUCTION: K-3

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
				I. Communication Codes		
		X		A. Listen effectively to spoken English.*	🍎	Give students oral directions, which each must follow. Tell a story, and then ask questions about the story. Have one student tell about his/her pet, then ask another student questions about the first student's pet.
X	X			B. Use words, pronunciation and grammar appropriate for the situation.*	🍎	Instead of asking students to write answers, ask students to respond orally to teacher questions. Present sentences orally, and allow students to put words in the blanks left out. After discussing pronunciation or grammar, orally ask students to choose correct words, pronunciations, or verb tense, in sample oral sentences.
	X		X	C. Use nonverbal signs appropriate for the situation.*	🍎	To provide practice in recognition of varying vocal cues, play a classroom game such as "Frankenstein's Fabulous Friend." One child is blindfolded or has eyes hidden in some manner and other members of the class come up, one at a time, and knock on the desk or chair (or wall, or whatever). The child on the chair says, "Who's there?" and the child who knocked answers, "Frankenstein's Fabulous Friend." The child in the chair gets three chances to guess which of the class members this is. If the child succeeds, she/he gets to remain in the chair and continue until she/he misses. If not, the child who knocked gets to take a turn in the chair, and the same procedure is followed. (Teacher silently points to persons who are to go up and knock.) Ask students to express various emotions (anger, excitement, boredom, tenseness, calm, etc.) using ONLY one of the following: 1. by counting, 2. by reciting the alphabet, 3. by saying only the words, "Sleep, sleep, sleep...", or any other words of your choice.

*Focus-taught in K-3

GRADE LEVEL INSTRUCTION: K-3

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
X	X			D. Use voice effectively.*	🍎	Have an oral discussion on what different voice levels (loudness/softness) tell us about a person. Ask one student to speak louder than necessary the next time you ask him/her a question. Then, discuss what other people thought/felt when that person was so loud. Ask one student to speak very softly when responding to your question. Again, discuss what others felt and thought when he/she was not easily heard. Then, discuss why it is important to have appropriate volume. Model high pitch, low pitch, and monotone pitch for students. Have them recite a poem or story which you have memorized in class, but ask them to use high pitch, low pitch, or monotone pitch as they speak it. Then talk about how others felt when they heard the student.
				II. Oral Message Evaluation		
	X	X		A. Identify main ideas in messages.*	🍎	Read a short story to the class and ask students what the story was about. The story may be one for the daily lesson, something from the Weekly Reader or the literature list, or from another source. Give directions to the class, then call on one of the students to tell you what you expect the class to do.
		X		B. Distinguish facts from opinions.		
		X		C. Distinguish between informative and persuasive messages.		
	X	X	X	D. Recognize when another does not understand one's message.		

*Focus-taught in K-3

GRADE LEVEL INSTRUCTION: K-3

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
				III. Basic Speech Communication Skills		
X	X			A. Express ideas clearly and concisely.*	🍎	*Ask the class members to tell others in the class about a trip, a pet, a brother/sister/father/mother or grandparent.* *Ask one class member to tell another class member who was absent the day before what the class did for one specific class activity.* *Ask one class member to tell others who were absent about the field trip/visitor, or whatever, the class experienced the previous day.*
X	X	X	X	B. Express and defend with evidence a point of view.	🍎	
X	X			C. Organize (order) messages so others can understand them.*	🍎	*Have students tell the steps, in order, which were taken to complete a project.* *Have students tell how their parents complete projects at home, in order (such as preparing a meal, working in the garden --planting, weeding, harvesting--).* *Have students explain where things are located in their own rooms at home.* *Have students explain where things are located in some place in the school (the cafeteria, media center, gym, music room, etc.).*
X	X			D. Ask questions to obtain information.*	🍎	*Have a student who was absent from school ask another class member what was done during his/her absence.* *Have students ask other school staff members about specific ideas (if you are studying stories, have each class member ask a staff member what his/her favorite story was when she/he was in school).*

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*Focus-taught in K-3

GRADE LEVEL INSTRUCTION: K-3

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
X	X	X	X	E. Answer questions effectively.*	🍎	Ask students about the previous day's lesson and have them respond orally to specific things which were covered. Ask one student to answer another student's question about the instructions for a project upon which the class is to work. Have one of the playground monitors ask the class questions about playground safety.
X	X		X	F. Give concise and accurate directions.*	🍎	At some point in the semester/school year, have each student explain, for review, proper procedures to use specific equipment, to make certain kinds of things, etc. Ask a student to tell other students how she/he completed a project. Have students work in pairs, back-to-back. One of the students has a geometric figure, construction, or configuration of objects in front of him. Have that student give the other student directions on how to put the figure, construction or configuration together. The other student must have the proper materials in front of him.
X		X		G. Summarize messages.*	🍎	Have students respond to a story which you read aloud to the class. You will ask such questions as, "Who is the story about?" "What did he do?" "Where did she go?" Have students repeat the intent of an assignment which you have just given.

*Focus-taught in K-3

GRADE LEVEL INSTRUCTION: K-3

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
				IV. Human Relations		
X				A. Describe another's viewpoint.		
X				B. Describe differences in opinion.		
X	X		X	C. Express feelings to others.*	5	*Have students tell the class how they feel about the weather outside.* *Have students tell how they feel when the lights go out (perhaps have the lights turned off briefly, prior to this).* *Have students tell how they feel when someone says something to them which they do not like.* *Have students tell how they feel when teacher or parents give them a compliment.* *Have students tell how they feel when someone else receives a compliment and they do not.*
X	X	X	X	D. Perform social rituals.*	5	*Have a discussion about when to say "please."* *Discuss when to say "Thank you."* *After discussing how we introduce others, have students introduce each other.* *After introductions have been discussed, have students introduce visitors to the rest of the class.* *Discuss appropriate greetings, and have students practice greeting each other.*

*Focus-taught in K-3

INTERMEDIATE

TOPIC PAGES

Classroom Assessment:

- Elements Critical to Program Success. I/2
- Achievement Indicators. . . . . E/17 - E/19
- Student Assessment Record E/21

Grade Level Instruction. . . . . E/23 - E/27

ACHIEVEMENT INDICATORS

I. Communication Codes (speaking and understanding spoken English)

A. Listen effectively to spoken English.

1. *Student follows directions with at least 75% accuracy.*
2. *Student does not continually request the same information.*
3. *Student carries out tasks with a high degree of proficiency.*

B. Use words, pronunciation, and grammar appropriate for situation.

1. *Student's language use is appropriate to the audience and situation.*
2. *Student uses pronunciation appropriate to the audience and situation.*
3. *Student uses grammar in an acceptable manner, according to the situation.*
4. *Student uses vocabulary which teachers and peers can readily understand.*
5. *Student uses language in an inoffensive manner which does not alienate teachers or peers.*

C. Use nonverbal signs appropriate for the situation.

1. *Student expresses feelings nonverbally.*
2. *Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.*
3. *Student uses appropriate eye contact when talking with the teacher or other students.*
4. *Student has expressions which enhance the verbal message when presenting a speech, report, or reading.*

D. Use voice effectively.

1. *Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).*
2. *Student uses adequate volume to be heard when asking a question or making a presentation.*
3. *Student uses variety in speaking (does not use same pitch, volume or rate for every verbal response).*

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects)

A. Identify the main ideas in messages.

1. *Student identifies the task to be performed when given oral instructions.*
2. *Student identifies main ideas when taking lecture notes or listening to a broadcast.*
3. *Student identifies critical issues in factual and in opinionated messages.*
4. *Student identifies key points of messages.*

(B. and C. are not focus-taught at 4-6.)

D. Recognize when another does not understand one's message.

1. *Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).*
2. *Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).*
3. *Student recognizes when someone is troubled by word choices or ideas stated in own messages.*
4. *Student recognizes when someone does not understand a request.*
5. *Student recognizes when someone is unable to follow directions she/he has given.*

III. Basic Speech Communication Skills (selecting and arranging message elements)

A. Express ideas clearly and concisely.

1. *Student carefully, completely explains information and observations.*
2. *Student describes others' behaviors.*
3. *Student fully describes events.*
4. *Student expresses his/her response to a story.*

B. Express and defend with evidence a point of view.

1. *Student uses examples from the story to explain why she/he views the story as she/he does.*
2. *Student explains, with adequate reasons, why she/he should not be penalized for a late assignment.*
3. *Student explains, with adequate examples, why a character in a story was right/wrong in the actions taken.*

C. Organize (order) messages so others can understand them.

1. *Student describes the order of events in a story.*
2. *Student accurately describes the order of events in a film viewed in class.*
3. *Student accurately explains the sequence of events in a television show recommended for out-of-class viewing.*

D. Ask questions to obtain information.

1. *Student asks questions which require explanations.*
2. *Student asks questions which help to gain further information or development of an idea.*
3. *Student asks questions which help him/her obtain suggestions for improvement of class work/grades.*

E. Answer questions effectively.

1. *Student answers questions which require explanation with adequate development and information.*
2. *Student answers questions which require description with adequate information about the behaviors and events observed.*

F. Give concise and accurate directions.

1. *Student explains a class procedure to a new student.*
2. *Student provides directions from the school to a major nearby street.*
3. *Student accurately explains previous assignments to a classmate who has been absent.*

G. Summarize messages.

1. *Student summarizes instructions, suggestions, qualifications, directions, and/or procedures.*
2. *Student accurately summarizes the previous day's film/story.*

IV. Human Relations (building and maintaining relationships and resolving conflicts)

(A. and B. are not focus-taught at 4-6.)

C. Express feelings to others.

1. *Student explains why she/he is satisfied with the work done on a class project by him/herself and other class members.*
2. *Student explains to the teacher why she/he does not wish to sit with/work with another person.*
3. *Student explains why she/he does/does not like the lighting in the room.*
4. *Student explains how and why she/he feels as she/he does about a television program.*

D. Perform social rituals.

1. *Student introduces self at the beginning of the semester.*
2. *Student introduces a visitor (whom she/he knows) to the teacher and class.*
3. *Student initiates and concludes conversations with others.*

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, Intermediate

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

________ School

________ Teacher

________ Date

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
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Key:

ONGOING ASSESSMENT
Very Good: ✕
Satisfactory: /
Needs Improvement:(no mark)

PRE- and POST-ASSESSMENT
Very Good: ✕
Satisfactory: ✓
Needs Improvement: —

GRADE LEVEL INSTRUCTION: 4-6

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
				I. Communication Codes		
		X		A. Listen effectively to spoken English.	🍎	Give students oral directions which each must follow. This may be a paper-pencil activity. or the making of an art project or other class project. Tell a story and then ask questions about it. Students come to the front of the class and tell about a book they read, a place they visited, an exciting thing which happened to them, etc. The teacher (or the student) asks other students to explain what was said. Specific questions should be asked to make students aware of how carefully they must listen, and to determine whether or not students are listening.
X	X			B. Use words, pronunciations and grammar appropriate for the situation.	🍎	Ask students to orally respond to questions asked in class. Have students tell a story they read or heard outside of school. Have students role-play the characters and situation in a story which was read in class.
				C. Use nonverbal signs appropriate for the situation.	🍎	Have students express various emotions using one of the following means (tell them which specific one): 1. by counting 2. saying the alphabet 3. by singing "Lala la la la la" or "Do, re mi fa sol.." 4. by saying the words, "Sleep, sleep, sleep,..." Have various children role-play short scenes from their everyday family lives for the class. Either tell them what to do or let them make up the scene themselves. After the scene, discuss what was said, what was done, how things were said, and what effect each had on the outcome of the scene.

*Focus-taught at 4-6

GRADE LEVEL INSTRUCTION: 4-6

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
X	X			D. Use voice effectively.	🍎	Discuss what differing voice levels tell us about a person's feelings. Have students speak too rapidly when they respond to a question, then discuss what happens when some people speak so rapidly. Discuss oral phrasing and have students read exercises aloud. Work on choral reading as class projects. Listen to a record in which someone effectively reads or tells a story. Discuss what the reader did with his/her voice to make it effective.
	X	X		II. Oral Message Evaluation A. Identify main ideas in messages.*	🍎	Do class exercises orally in which readings, lessons and presentations are summarized. Read a story to the class and ask questions about it. Give directions for an assignment, and then ask one student to briefly tell in his/her own words what you expect the class to do.
		X		B. Distinguish facts from opinions.		
		X		C. Distinguish between informative and persuasive messages.		
	X	X		D. Recognize when another does not understand one's message.		

*Focus-taught at 4-6

GRADE LEVEL INSTRUCTION: 4-6

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
				III. Basic Speech Communication Skills		
X	X			A. Express ideas clearly and concisely.*	🍎	Have students talk about their ideas/solutions to current problems; e.g., the energy situation--what is the real situation? Are we really running out of energy sources? Have students talk about current fashions and fads in relation to themselves. Have students express their views of a specific television show which recently aired. Have students express their views of a speaker or school assembly. Have students give class assignments and/or a summary of the previous day's activity to a student who was absent that day.
X	X	X	X	B. Express and defend with evidence a point of view.*	🍎	Have students express and defend their views of an assignment which was read for class. Have students express and defend their views of a television program or movie. Have students respond by completing the following: "I think...", and after they have made their statements, have them provide proof from class discussions, readings, and assignments, or from the media.
X	X			C. Organize (order) messages so others can understand them.*	🍎	Have students begin to produce basic message outlines for various speaking and writing assignments. Have students apply science methods for solving a problem in a group. Have students read a story or give directions and have students re-tell the message in the same order. Have students tell a story or give an oral presentation in the exact time allotted. Have students identify the order in which an assignment, experiment, or whatever, was completed.

*Focus-taught at 4-6

GRADE LEVEL INSTRUCTION: 4-6

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
X	X			D. Ask questions to obtain information.*	🍎	Role-play interviews with characters in a book or story, where one or more students role-play the characters, and one or more students ask them questions about their lives, work, etc. Have mock press conferences in which a "celebrity" is interviewed for her/his views. Bring a guest to class and have students ask the guest questions about her/his job, attitudes, etc. Have a "talk show" such as the PHIL DONAHUE SHOW and have students play different characters/people who appear on the show.
X	X	X	X	E. Answer questions effectively.	🍎	The III. D., activities all involve asking and answering questions and may be used. Have students work in small groups to determine what questions they would like to ask a local personality such as the chief of police, the fire chief, the mayor, the governor, or a television personality. Then place the students in role-playing situations where they can ask and answer the questions each of the groups puts to them.
X	X		X	F. Give concise and accurate directions.	🍎	Help students learn to give clear directions by placing slips in a jar/box which have a person's occupation (mayor, fire chief, police chief, librarian, postal worker, waitress, etc.) on them; draw slips and have each student give directions on how to locate that person. Ask a student to explain how to do something which she has done in another class, at home, or in another setting. Have students give a "How To Do Something" speech of 3-5 minutes, in which they tell and show the class how to do something.

*Focus-taught at 4-6

GRADE LEVEL INSTRUCTION: 4-6

Speaking	Observing	Listening	Nonverbal	OUTCOMES	IGE *3-4	SAMPLE CLASSROOM ACTIVITIES
X		X		G. Summarize messages.*	🍎	Tell students to tell the class, in their own words, what a play, book, movie, story, television show, or speech was about. Direct students to rewrite a poem or story in their own words, and read it aloud. Discuss what stayed the same and what was different. Have students summarize messages based upon readings and class presentations.
				IV. Human Relations		
X				A. Describe another's viewpoint.		
X				B. Describe differences in opinion.		
X	X		X	C. Express feelings to others.	🍎	Have students talk about their favorite books, television programs, or movies and explain why they are favorites. Have students discuss the classroom and how they feel about it. What would they do with the room if they could change it? Why? Have students tell how they feel when they are given a compliment, a criticism, or when someone they know ignores them when she/he meets them on the street outside of school.
X	X	X	X	D. Perform social rituals.	🍎	Role-play introductions in class. Have students introduce guest speakers. Use and follow basic procedures for conducting meetings in class. Use small groups with problem-solving activities to have students learn to make and carry out directions.

*Focus -taught at 4-6

JUNIOR HIGH

TOPIC PAGES

Classroom Assessment:

- Elements Critical to Program Success. I/2
- Achievement Indicators. . . . . S/3 - S/6
- Student Assessment Record S/7

Grade Level Instruction. . . . . S/9 - S/14

ACHIEVEMENT INDICATORS

I. Communication Codes (speaking and understanding spoken English)

A. Listen effectively to spoken English.

1. *Student follows directions with at least 75% accuracy.*
2. *Student does not continually request the same information.*
3. *Student carries out tasks with a high degree of proficiency.*

B. Use words, pronunciation, and grammar appropriate for situation.

1. *Student's language use is appropriate to the audience and situation.*
2. *Student uses pronunciation appropriate to the audience and situation.*
3. *Student uses grammar in an acceptable manner, according to the situation.*
4. *Student uses vocabulary which teachers and peers can readily understand.*
5. *Student uses language in an inoffensive manner which does not alienate teachers or peers.*

C. Use nonverbal signs appropriate for the situation.

1. *Student expresses feelings nonverbally.*
2. *Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.*
3. *Student uses appropriate eye contact when talking with the teacher or other students.*
4. *Student has facial expressions which enhance the verbal message when presenting a speech, report, or reading.*

D. Use voice effectively.

1. *Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).*
2. *Student uses adequate volume to be heard when asking a question or making a presentation.*
3. *Student uses variety in speaking (does not use same pitch, volume, or rate for every verbal response).*

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects)

A. Identify the main ideas in messages.

1. *Student identifies the task to be performed when given oral instructions.*
2. *Student identifies main ideas when taking lecture notes or listening to a broadcast.*
3. *Student identifies critical issues in factual and in opinionated messages.*
4. *Student identifies key points of messages.*

B. Distinguish facts from opinions.

1. *Student determines the assignment she/he is expected to complete.*
2. *Student tells the difference between assertions of opinion and statements of fact when questioned about the two in class.*

3. Student notes that when a speaker says, "I think..." the statement is one's opinion.
4. Student recognizes that when a speaker says, "The Secretary of State, Alexander Haig, says that our intelligence reports a build-up of Soviet troops in Iran," the speaker is quoting someone who is using factual material.

C. Distinguish between informative and persuasive messages.

1. Student distinguishes between fact and opinion when discussing a movie review read in class.
2. Student determines propaganda techniques used in radio/television commercials.
3. Student compares his/her own standards and definitions of quality with objective standards, and explains the difference.

D. Recognize when another does not understand one's message.

1. Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).
2. Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).
3. Student recognizes when someone is troubled by word choices or ideas stated in one's messages.
4. Student recognizes when someone does not understand a request.
5. Student recognizes when someone is unable to follow directions she/he has given.

III. Basic Speech Communication Skills (selecting and arranging message elements)

A. Express ideas clearly and concisely.

1. Student gives oral reports which provide adequate information for teacher and class.
2. Student explains how and where she/he obtained the information for an oral report or research/library assignment.
3. Student explains the gist of the assignment given the previous day.

B. Express and defend with evidence a point of view.

1. Student defends his/her choice of personal characteristics required of a leader/group member, etc., in a class activity, by presenting the reasons which led to those choices.
2. Student defends his/her choice of a book to be read as an out-of-class project by explaining how it meets the assignment.
3. Student explains and defends a request for additional time to work on an assignment/project, or whatever.

C. Organize (order) messages so others can understand them.

1. Student uses a chronological (time) order when explaining the sequence of steps taken to complete an assignment.
2. Student explains the various topical areas covered in a lesson, such as history or English.
3. Student explains how the newspaper is laid out, according to the importance, usual location, and topic areas.

D. Ask questions to obtain information.

1. *Student asks questions which will help him/her find additional sources for a project.*
2. *Student asks questions which will help him/her gain a clearer understanding of the grading criteria on an assignment.*
3. *Student asks questions in a simulated interview which require more than "yes" or "no" answers.*

E. Answer questions effectively.

1. *Student answers questions which require explanation and development with adequate information.*
2. *Student answers questions which require description with adequate information about behaviors and events she/he has observed.*
3. *Student answers the questions which are asked, providing all necessary information, whether the answer required is a simple "yes" or "no" or one which requires amplification.*

F. Give concise and accurate directions.

1. *Student fully and completely describes events.*
2. *Student provides complete, accurate directions from the school to some other well-known location in the community.*
3. *Student provides directions on an activity about which she/he knows in such a way that the class can follow the directions and complete that activity.*

G. Summarize messages.

1. *Student summarizes instructions for a project upon which he/she has been working.*
2. *Student summarizes the qualifications for a school office or responsibility in which many students are interested (what is involved in being a member of the student council, for example).*
3. *Student summarizes what has happened so far in the unit currently being studied.*

IV. Human Relations (building and maintaining personal relationships and resolving conflicts)

A. Describe another's viewpoint.

1. *Student expresses feelings of characters in books, films, or television shows.*
2. *Student describes the viewpoint of another, with whom she/he is not in complete agreement.*
3. *Student explains the opinions of a movie reviewer who did not like a movie.*

B. Describe differences in opinion.

1. *Student describes the differences between his/her viewpoint and that of another.*
2. *Student explains how two characters differ about the necessary course of action in a novel.*
3. *Student explains the conflict of opinion in a television program which was recommended for out-of-class viewing.*

C. Express feelings to others.

1. *Student expresses feelings such as anger in a manner appropriate to the person(s) and situation.*
2. *Student tells others how she/he feels about an idea or event, and why those feelings exist.*
3. *Student appropriately expresses his/her feelings of approval/disapproval about group behavior.*

D. Perform social rituals.

1. *Student requests appointments with teachers, counselors, and others.*
2. *Student effectively initiates and concludes interviews and phone calls.*
3. *Student presents ideas in meetings and informal gatherings.*

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, Junior High

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

School ________________

Teacher ________________

Date ________________

S/7

Student Name

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
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A. Describe another's viewpoint.																																					
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Key:

ONGOING ASSESSMENT
Very Good: ✗
Satisfactory: ✓
Needs Improvement: (no mark)

PRE- and POST-ASSESSMENT
Very Good: ✗
Satisfactory: ✓
Needs Improvement: —

GRADE LEVEL INSTRUCTION: 7-9

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
				I. Communication Codes		
		X		A. Listen effectively to spoken English.*	7	*Provide a variety of listening experiences and discuss each.* *Give directions to the class asking students to follow them without asking questions.* *Have students pair up and sit back-to-back. Give one member of the pair a completed figure or puzzle; the other person gets all of the pieces of the figure or puzzle, but not put together. The person who has the complete object is to provide directions to the other person to put the pieces together to create the same completed figure or puzzle.*
	X	X		B. Use words, pronunciation and grammar appropriate for the situation.*	6	*Do voice exercises with the class: say the same sentence many different ways to express different feelings.* *Learn to vary voices through choral reading, readers' theatre, plays, group projects, etc.* *Read well from a script.*
	X		X	C. Use nonverbal signs appropriate for the situation.*	9 11 12 15	*Express feeling through physical movement when involved in choral reading, readers' theatre, or oral interpretation.* *Require oral reports with differing kinds of note cards which students must handle effectively.* *Assign demonstration speeches or audio-visual speeches so that students learn to use objects while speaking.* *Use physical expression for cueing and supporting forms of communication: see "What Does Your Body Say ...." in the TRIP booklet by Barbara Sundene Wood.*

*Focus-taught at 7-9

GRADE LEVEL INSTRUCTION: 7-9

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
				D. Use voice effectively.*	6 8 9 11 12 15	*Orally read presentations from literature, from the class textbook, or class handouts.* *Present an oral report to the class which is easily heard by all, is easily understood, and which is not monotonous.* *Voice exercises: repeat words or phrases but use the voice to create differing meanings for the words or phrases; e.g., using the phrase "I am, too," (1) sound angry; (2) sound joyful; (3) sound surprised; (4) sound doubtful.*
				II. Oral Message Evaluation		
	X	X		A. Identify main ideas in messages.*	7	*Ask students to identify and describe the central theme from a work of literature, a famous speech, or a play.* *Direct students in role-playing of conflict situations. Have them identify statements which express the major issue.* *Discuss conflicts in literature.* *Discuss a problem which is stated as a question which might encourage a number of views.* *Ask students to report on the opinions of authorities as reported in the media.*
		X		B. Distinguish facts from opinions.*	7	*Ask students to identify facts and opinions in sport stories, news stories, a sales pitch, or campaign speech...* *Discuss what an expert is and why we believe an expert.* *Compare stories in the newspaper with the same story as it is covered on television..* *When discussing social studies or current events, ask students to identify both sides of an issue.*

*Focus-taught at 7-9

GRADE LEVEL INSTRUCTION: 7-9

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
		X		C: Distinguish between informative and persuasive messages.*	7, 11	*Present campaign speeches.* *Contrast television programs and commercials.* *Try activity in* ADVENTURES IN THE LOOKING GLASS, *page 216.* *Distinguish between propaganda and persuasion using the activity on page 194,* ADVENTURES IN THE LOOKING GLASS. *Locate and use print and non-print resources for a report, discussion or speech which requires outside sources in a bibliography (purpose of the report is to inform).*
	X	X		D. Recognize when another does not understand one's message.*	14	*Use constructive feedback techniques: have students ask the class if they understand what was said/meant, have class ask speakers or reporters questions.* *Discuss lists of words which adults and students use differently.* *Have students draw an animal which they describe based on dictionary descriptions.* *Have a speaker describe a geometric figure to the rest of the class and ask them to create that figure on their own papers, without asking questions. Repeat the exercise with another figure, and allow students in the class to ask questions.*
				III. Basic Speech Communication Skills		
X	X			A. Express ideas clearly and concisely.*	6, 8	*Play "Password," "Twenty Questions," or other exercises requiring students to respond briefly and clearly.* *Read nonsense poems/stories to the class and have them create nonsense conversations. Examples may be found in Mark Twain and Lewis Carroll's* ALICE IN WONDERLAND.

*Focus-taught at 7-9

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
X	X	X	X	B. Express and defend with evidence a point of view.	8 11	*Discuss the theme or conflict of a novel or story which the class has read. Have students defend their choice of theme with specific examples from the story.* *Have students describe a logical argument for ideas such as, "My allowance should be raised." "Students should be allowed to have one skip day." They should make their points and then defend the points with specific reasons.* *Have students watch a television show or newscast and report back to the class what the show's intent was, providing specific examples, words, etc., to back the view which they have.*
X	X			C. Organize (order) messages so others can understand them.	13	*Identify and describe central themes from movies, television shows, novels, etc.* *Practice outlining others' speeches and writing.* *Contrast good and poor examples of introductions and conclusions of speeches presented in class.* *Provide speeches, essays, etc., which have transitions deleted, and ask students to practice putting them back.* *Limit and specify a topic by assigning oral reports which must meet the time limits.* *Provide students with several "mixed-up outlines" or lists of sentences to be put into specific outline form.*
X	X			D. Ask questions to obtain information.	9	*Give students assignments such as newscasts, storytelling, etc., and have the class formulate questions to ask in response to oral presentations.* *Role-play interview situations. Compose questions to use in an interview. Discuss open and closed questions.* *Have students interview someone for information for a report, paper, or class discussion.*

*Focus-taught at 7-9

GRADE LEVEL INSTRUCTION: 7-9

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
X	X	X	X	E. Answer questions effectively.*	9	*Use the same activities as in III. D.* *Role-play "Celebrities" or characters from a book, play, or television show, and have talk-show hosts, newspaper reporters, or television news commentators ask questions which the celebrities/characters must answer.*
X	X		X	F. Give concise and accurate directions.*	6 8 13	*Role-play teacher-student, supervisor-worker, or other relationships where students are asked to tell others how to do something, and have the others try to carry out the directions.* *Assign demonstration or audio-visual speeches which require that students give accurate directions on how to do something.* *See earlier description of geometric figure drawing, II. D.* *Have students present a "Know Your Classmate" speech where they demonstrate something that they do well and teach others to do.*
X		X		G. Summarize messages.*	7	*Stop at various stages of class discussions and ask students to summarize what has taken place so far.* *Place students in small group discussions or problem-solving activities. Ask one student to summarize the group's work and findings.* *Ask students to summarize a book, movie, or television show which they have seen.*
				IV. Human Relations A. Describe another's viewpoint.*	8 13 14	*Provide group discussion exercises and have students describe other members' views on the subject discussed.* *Have students talk about examples of how one person changed his view as a result of new information brought in for the group to consider.* *Analyze controversial issues in current events and objectively report the issues to the class.* *Have students make a "Wanted " poster which illustrates how others might see them.*

*Focus-taught at 7-9

GRADE LEVEL INSTRUCTION: 7-9

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
				B. Describe differences in opinion.	6 7 11 12 13	*Compare various commercials, comparing like products of different manufacturers.* *Describe the point of view of a specific character in a book, play, movie, or television show.* *Role-play conflict situations and then discuss the points of conflict and the differences in the views.* *Discuss why people have different views on things and how they can express their views but keep from getting involved in conflicts with others.*
X	X		X	C. Express feelings to others.*	15	*Each student should create a character reference for a job that she/he would like to have.* *Students create a collage or a coat-of-arms expressing their feelings about the world, or their philosophy of life.* *See, "Casting Your Character" exercise in the Wood TRIP booklet.* *Have students create a list of "20 Things I Love to Do."* *Ask students to create a collage on "My View of What a Friend Should Be."*
X	X	X	X	D. Perform social rituals.*	12 13 14	*Use appropriate social norms with others. Activities in the Wood TRIP booklet are: "Hey, It's My Turn," "Playing it Cool," "Getting Your First Job."* *Role-play situations in which students initiate conversations with new students.*

*Focus-taught at 7-9

SENIOR HIGH

TOPIC PAGES

Classroom Assessment:

Elements Critical to Program Success I/2
Achievement Indicators . . . . S/17 - S/20
Student Assessment Record S/21

Grade Level Instruction . . . . S/23 - S/29

ACHIEVEMENT INDICATORS

I. Communication Codes (speaking and understanding spoken English)

A. Listen effectively to spoken English.

1. Student follows directions with at least 75% accuracy.
2. Student does not continually request the same information.
3. Student carries out tasks with a high degree of proficiency.

B. Use words, pronunciation, and grammar appropriate for situation.

1. Student's language use is vocabulary appropriate to the audience and situation.
2. Student uses pronunciation appropriate to the audience and situation.
3. Student uses grammar in an acceptable manner, according to the situation.
4. Student uses vocabulary which teachers and peers can readily understand.
5. Student uses language in an inoffensive manner which does not alienate teacher or peers.

C. Use nonverbal signs appropriate for the situation.

1. Student expresses feelings nonverbally.
2. Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.
3. Student uses appropriate eye contact when talking with the teacher or other students.
4. Student has facial expressions which enhance the verbal message when presenting a speech, report, or reading.

D. Use voice effectively.

1. Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).
2. Student uses adequate volume to be heard when asking a question or making a presentation.
3. Student uses variety in speaking (does not use same pitch, volume or rate for every verbal response).

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects)

A. Identify the main ideas in messages.

1. Student identifies the task to be performed when given oral instructions.
2. Student identifies main ideas when taking lecture notes or listening to a broadcast.
3. Student identifies critical issues in factual and in opinionated messages.
4. Student identifies key points of messages.

B. Distinguish facts from opinions.

1. *Student determines the assignment she/he is expected to complete.*
2. *Student tells the difference between assertions of opinion and statements of fact when questioned about the two in class.*
3. *Student notes that when a speaker says, "I think..." the statement is one's opinion.*
4. *Student recognizes that when a speaker says, "The Secretary of State, Alexander Haig, says that our intelligence reports a build-up of Soviet troops in Iran," the speaker is quoting someone who is using factual material.*

C. Distinguish between informative and persuasive messages.

1. *Student distinguishes between information and propaganda in commercials or political announcements.*
2. *Student explains the effects of various techniques used to influence listeners (music, loaded words, voice, etc.).*
3. *Student states the difference between content and effect of another's message.*
4. *Student compares his/her own standards and definitions of quality with objective standards, and explains the difference.*

D. Recognize when another does not understand one's message.

1. *Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).*
2. *Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).*
3. *Student recognizes when someone is troubled by word choices or ideas stated in one's messages.*
4. *Student recognizes when someone does not understand a request.*
5. *Student recognizes when someone is unable to follow directions she/he has given.*

III. Basic Speech Communication (selecting and arranging message elements)

A. Express ideas clearly and concisely.

1. *Student fully and completely describes observed behaviors and events without providing too much detail.*
2. *Student describes/explains his/her values to others.*
3. *Student explains the author's manner of presenting ideas in a text or novel.*

B. Express and defend with evidence a point of view.

1. *Student provides adequate reasons for his/her interpretation of an author's intended message.*
2. *Student presents another's viewpoint and provides sufficient explanation as to how and why she/he agrees/disagrees with that view.*
3. *Student defends his/her reasons for needing to go to the media center to obtain additional information for an assignment.*

C. Organize (order) messages so others can understand them.

1. *Student carefully and completely explains information to others in such a way that they understand what she/he meant when presenting it.*
2. *Student carefully explains what she/he observed as other members of the class were involved in group projects or problem-solving simulations.*
3. *Student utlizes various organizational techniques for presenting information for an assignment/oral report.*

D. Ask questions effectively.

1. *Student asks questions which allow him/her to gain additional information about the development of an idea.*
2. *Student knows when and how to ask questions which require more than "yes" or "no" answers.*
3. *Student asks questions which obtain suggestions for his/her classroom improvement.*

E. Answer questions effectively.

1. *Student answers questions which require explanation and development with adequate information.*
2. *Student answers questions which require description with adequate information about behaviors and events observed.*
3. *Student answers questions with all necessary information; this implies that the student is able to differentiate between questions requiring "yes" or "no" answers and those requiring elaboration.*

F. Give concise and accurate directions.

1. *Student explains an experiment or procedure to others.*
2. *Student fully describes a game or activity to others so that they can play the game or carry out the activity.*
3. *Student explains the steps involved in computing a math/science problem to the rest of the class.*

G. Summarize messages.

1. *Student summarizes a movie viewed in class.*
2. *Student summarizes a short story or poem so that she/he explains the content in a few sentences.*
3. *Student summarizes a meeting which she/he attended.*

IV. Human Relations (building and maintaining personal relationships and resolving conflict)

A. Describe another's viewpoint.

1. *Student describes how another person felt as a member of a group discussion.*
2. *Student describes the various views concerning a controversial subject.*
3. *After interviewing another person, the student explains that person's values.*

B. Describe differences in opinion.

1. *Student describes the differences in opinions of two movie reviewers who seem to contradict each other.*
2. *When studying history or specific novels or plays, student describes the opposing views of major characters.*
3. *Student describes the points over which she/he and a partner disagree about a problem to be solved.*

C. Express feelings to others.

1. *Student describes the feelings of a character in a story, novel, or play and explains whether or not she/he has had similar feelings and why.*
2. *Student expresses how she/he feels when receiving compliments or put-downs and why.*
3. *Student expresses what kinds of things cause feelings of anger, sadness, happiness, frustration, etc., and why.*

D. Perform social rituals.

1. *Student yields to others who also wish to become involved in a discussion (turn-taking).*
2. *Student introduces people to each other.*
3. *Student demonstrates the appropriate social amenities in various classroom situations.*

S/21

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, Senior High

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

School ______________

Teacher ______________

Date ______________

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
I. Communication Codes																																					
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Key:

ONGOING ASSESSMENT
Very Good: ✗
Satisfactory: /
Needs Improvement:(no mark)

PRE- and POST-ASSESSMENT
Very Good: ✗
Satisfactory: ✓
Needs Improvement: —

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
		X		I. Communication Codes A. Listen effectively to spoken English.	7	*Bring in an elderly person and have her or him tell the class about what life was like when she/he was young. Students ask questions afterwards and discuss her/his presentation.* *Use one of the activities in the Wolvin TRIP booklet on listening.* *Have students give speeches on topics of their choice. Audience members will do listener evaluations on each speech.* *Provide numerous listening opportunities in your classroom and discuss the hindrances involved in each, as well as those things which help audiences listen better.* *Describe how language affects perception of messages.* See PERSON TO PERSON, *Chapter 2.*
X	X			B. Use words, pronunciations and grammar appropriate for the situation.	6	*Study famous speeches and their audiences. Have students prepare a message for three different audiences; e.g., peers, the Rotary Club, and senior citizens. Discuss how they will adapt their language to fit each audience.* *Describe and evaluate one's own language usage in class exercises designed to reduce the use of trite expressions, cliches, and over-used words or phrases.* *Engage in communication exchanges through active participation in class and groups.* *Arrange "talk" visits to nursing or retirement homes.*
	X		X	C. Use nonverbal signs appropriate for the situation	9 11 12 15	*Adapt the same message for a variety of settings.* *Rearrange the room and have students give oral presentations from the not-so-usual places in the room to have them adapt to the situation.* *Have students keep a log of observed nonverbal behaviors of people as they communicate in various situations.* *Have students speak using a variety of note card and script sources.*

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
				D. Use voice effectively.	6 8 9 11 12 15	Orally read presentations from literature, from the class textbook, or class handouts. Present an oral report to the class which is easily heard by all, is easily understood, and which is not monotonous. Voice exercises: repeat words or phrases but use the voice to create differing meanings for the words or phrases; e.g., using the phrase "I am, too," (1) sound angry; (2) sound joyful; (3) sound surprised; (4) sound doubtful; etc.
				II. Oral Message Evaluation		
	X	X		A. Identify main ideas in messages.	7	Analyze famous speeches, essays, stories, plays, etc., and have students identify the main ideas in a variety of messages. Analyze a speech or newscast on television and have students identify the message/theme the speaker wished to get across. Recognize a command which is given in the classroom or over the public address system in role-playing situations.
		X		B. Distinguish facts from opinions.	7	Discuss plays, book, movies, television shows, editorials, and the like. Have students express their views and explain why they feel as they do. Role-play job situations such as the "Truck-Case Study" activity. In small groups, have students do the complete NASA Space activity.
		X		C. Distinguish between informative and persuasive messages.	7 11	In small groups, have students complete the "Multicultural Survival Activity" or the "School Problem" activity and discuss the process in class. Read students a story such as the "Robbery Case Study" activity and then ask the questions to which they write out answers. Discuss their responses and determine why people answered as they did. Discuss the differences between information and persuasion.

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
	X	X		D. Recognize when another does not understand one's message.	14	*Have students give oral reports or speeches and tell them to stop and ask if the material they are presenting is clear to the audience whenever they feel that the audience does not seem to understand.* *Involve students in constructive feedback sessions on a one-to-one basis (See David W. Johnson, REACHING OUT...) Make sure that each person understands what the other has said well enough to state accurately the intent of the other's message in his own words.* *Assign demonstration speeches: the student must show the audience how to do something, and the audience must do what the speaker has said, based upon his/her directions. The speaker will observe the audience trying to complete the project and interject explanations when and to whom it is necessary.*
X	X			III. Basic Speech Communication Skills A. Express ideas clearly and concisely.	6 8	*Use a dominoes exercise or similar activity stressing descriptions or directions, which provide opportunities for students to state ideas clearly to an audience.* *Describe solutions to problems which face this generation, the nation, or the world.* *Role-play situations where witnesses have to explain details to an authority figure such as a police officer, a judge, or a job supervisor.*

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page 1/7)	SAMPLE CLASSROOM ACTIVITIES
X	X	X	X	B. Express and defend with evidence a point of view.	8 11	*Have students learn to make critical judgments as a media consumer by keeping a media consumption log.* *Develop media evaluation forms and have all students (and teacher) evaluate the same program and share judgments.* *Identify how citizens can affect the media by reading and reporting case studies from magazines and newspapers.* *Help students learn to use evidence and supporting materials effectively by staging mock trials in the classroom. Require both oral and written presentations in class, and assign students to use evidence and supporting materials.*
X	X			C. Organize (order) messages so that others can understand them	13	*Study dramatic structure. Have students identify and use structure to create artistic messages such as a play, poem, television program or other production.* *Study organizational patterns. Identify patterns used in famous speeches.* *Have students unscramble mixed-up outlines.* *Follow a theme from its introduction through to its conclusion. For example, study Martin Luther King's, "I Have A Dream" speech.*
X	X			D. Ask questions to obtain information.	9	*Have students prepare a list of questions to be used in an interview either in or out of class.* *Have students interview others to get answers for "Get Acquainted" activities.* *Use open-ended and closed-ended questions in class. Discuss the difference with students. Ask them to make a list of five of each kind of question which might be used in a current assignment.*

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
X	X	X	X	E. Answer questions effectively.	9	*Provide students with a list of questions which they must answer by using a variety of sources.* *Do "The Investigators" activity which is found in the Wood TRIP booklet.* *Conduct simulated interviews in class. Have varying kinds of interview situations set up: employment, talk show, news reporter, feature story writer, etc. Assign students to write questions for the various interview sessions, encouraging them to utilize open-ended questions as much as possible. Conduct the interviews in class and then discuss what occurred.*
X	X		X	F. Give concise and accurate directions.	6 8 13	*Have students give and respond to organized messages such as directions, methods, and instructions.* *Have a student teach the group how to do something she/he does well, e.g., a dance step.* *Have students explain how to do a complicated math/science problem to the rest of the class.*
X		X		G. Summarize messages.	7	*Have students attend public meetings, such as school board or city council meetings, and report the events to the class.* *Have students participate in small group problem-solving situations and have one student summarize the group discussion for the entire class.* *Have a student summarize a play, novel, or reading assignment for the class.* *Provide exercises in which class members condense stories they have read or heard.*

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
				IV. Human Relations		
X				A. Describe another's viewpoint.	8 13 14	*Provide group discussion exercises and have students describe other members' views on the subject discussed.* *Have students talk about examples of how one person changed his view as a result of new information brought in for the group to consider.* *Analyze controversial issues in current events and objectively report the issues to the class.* *Have students make a "Wanted..." poster which illustrates how others might see them.* *Have students do research on another culture and then report the views and opinions of that culture in an objective manner.*
X				B. Describe differences in opinion.	6 7 11 12 13	*Listen to and judge opposing arguments: set up mock debates and mock trials, and have the students reach a decision, based upon what they heard in the session.* *Have students attend court trials, debates, and public forums and report on the differences of opinion which were expressed.* *View the movie or play* TWELVE ANGRY MEN *and discuss it in class.* *View the film,* THE BILL OF RIGHTS [illegible] ACTION: FREEDOM OF SPEECH *and discuss what students think the court's decision should be. (Film available from PSAB.)*

GRADE LEVEL INSTRUCTION: 10-12

Speaking	Observing	Listening	Nonverbal	OUTCOMES	Support for Graduation Requirements (See page I/7)	SAMPLE CLASSROOM ACTIVITIES
X	X		X	C. Express feelings to others.	15	Discuss characters in literature who express their feelings. Role-play a situation in which each student prepares a compliment for a partner; have students exchange compliments. Role-play situations where people share attitudes and feelings about others to others.
X	X	X	X	D. Perform social rituals.	12 13 14	Demonstrate skill in using social amenities. See Wood TRIP booklet for the following activities: "I Gotta Go," "Hey, It's My Turn." Have students role-play communicating naturally with strangers in social situations. Have students role-play introductions in class. Have a student contact and then introduce a guest speaker to the class. See David Johnson, REACHING OUT for additional activities.

ACTIVITIES

NOTE TO THE TEACHER:

Whether the example activities that follow, or others, are used in the classroom, each must:

1. have a specific objective focused on specific oral communication skills,
2. be understood by the student to involve communication skills, and
3. provide the teacher with an opportunity to observe and evaluate student skill.

Oral communication skills should not be addressed as a "subject" only to be taught for a brief period of time in a given day. They are basic to the learning process for all subject areas.

TYPE OF ACTIVITY	LEVELS	PAGE(S)
Communication	K-12	ES/11
Conflict Resolution	5-12	ES/35
	7-12	S/45, S/51, S/53, S/55, S/57, S/59
Conflict Resolution: Persuasion	7-12	S/64, S/65, S/66
Creative Drama	K-12	ES/13
Decision Making	7-12	S/67
	10-12	S/73, S/75
Directions	K-12	ES/15
Feelings	2-12	ES/25
	5-12	ES/37
Group Discussion: Organization	10-12	S/81
Human Relations	4- 9	ES/30
Icebreaker	3-12	ES/27
Improvisation	K-12	ES/16
Improvisation: Feelings	K-12	ES/17
Interpersonal Communication	K-12	ES/18
	6-12	ES/41
	11-12	S/91

TYPE OF ACTIVITY	LEVELS	PAGE(S)
Interpersonal Communication: Differences and Similarities	5-12	ES/38
Interpersonal Communication: Perception	10-12	S/83
Interpersonal Communication: Role Playing, Discussion	6-12	ES/43
Interpersonal Communication: Social Rituals	K- 3	E /7
	K-12	ES/19
	5-12	ES/39
Listening	K- 1	E /3
	K- 3	E /8
Listening (Main Idea)	4- 9	ES/31
Nonverbal Communication	K-12	ES/21
	10-12	S/85
Nonverbal Communication: Feelings	4-12	ES/32
Nonverbal Communication: Multicultural	10-12	S/89
Nonverbal Communication: Stereotypes	K-12	ES/22
Observing/Listening	K- 3	E /9
Persuasion	10-12	S/90
Question Asking	10-12	S/72
Question Answering	K- 6	E /10
Role Playing	7-12	S/71
Speaking	4-12	ES/33
	5- 9	ES/34
Speaking, Listening	K- 1	E /4, E /5
	K- 2	E /6
	K-12	ES/23
	3-12	ES/29
Storytelling	K-12	ES/24

GRADE LEVELS: K-1

OUTCOMES: I A
II A
III F

Listening

ACROSS THE TRACKS

Purpose: To encourage students to listen attentively in order to follow directions.

Directions: The "railroad tracks" are in the front of the classroom. One child is selected to be leader, and cross the tracks. The other children sit with eyes closed. The leader chooses either to hop on one foot across the tracks, walk, run, jump, or skip. When he/she has crossed the tracks, the other children raise their heads and the leader asks, "How did I get across the tracks?" From among the children who answered correctly, the leader chooses the next one to cross the tracks.

Adaptations: Ten choices could be made possible by having the leader go slowly or quickly. For instance, he/she could walk either slowly or quickly across the room. If he/she walked slowly, the correct answer would be, "You walked slowly." If she/he hopped fast, the child would say, "You hopped fast."

There could be two leaders, with the children guessing which child moved, as well as the means of locomotion he/she used.

Caution: *The children should be encouraged to choose those who have not had a chance to be leader.*

GRADE LEVELS: K-1
OUTCOMES: I A,B
II D
III A,C,F
IV D

Speaking, Listening

LOOK, LISTEN, FIND

Purposes:

1. To encourage students' specific listening in order to identify a picture
2. To develop students' verbal skills in describing a picture to a peer group

Participants: Group of children up to number of playing boards available, or an individual child in tutorial situation

Materials: Individual game boards for each child; cards for each picture used on game boards; counters (one for each space on game board)

Directions: Part 1 -- Show a card and give verbal description; child looks for that picture on board and covers it with counter; continue until one card is complete and child says name of game (Boo, Gobble, Gobble, Gobble, Love, Love, Love, etc.).

Part 2 -- Give a description of the card but do not show it; continue as in Part 1.

Part 3 -- Child describes the picture without card being shown; continues as in Part 1.

Part 4 -- Child describes the picture without card being shown and continues to give additional information for those who do not understand the given description.

Caution(s): *By Part 4 children need to refrain from helping a neighbor find the described picture; seating that prevents such help should be considered. As children choose one another to be the describer, the length of the game may vary with the ability of children to use descriptive language.*

Suggestions: Holiday and seasonal stickers are ideal; arrange seals so that no two cards have the same seals.

GRADE LEVELS: K-1
OUTCOMES: I B
II A
III A,C,D

Speaking, Listening

TOY CATALOG

Purposes:

1. To develop students' verbal skill in describing a picture
2. To help students identify the main idea in the descriptions
3. To help students ask questions to obtain more information

Participants: Class group

Directions:

Direct children to make (paint, color, cut from magazine, etc.) a picture of a favorite toy; then mount the picture on a large sheet of paper and label it with their name.

Each child verbally describes at least two things about the toy. Encourage other members of the group to ask questions if they want more information. Group the pages by category to make a Toy Catalog.

Suggestions:

This activity could be planned for the winter holiday period.

Older students could write the two or three main ideas that describe their toy on the catalog page.

A "Table of Contents" may also help to organize the catalog.

GRADE LEVELS: K-2

OUTCOMES: I A,C,D

Speaking, Listening

THE TALKING BAND

Purposes:	1. To help students recognize that their voices, like a band, can be loud or soft and can create many sounds 2. To help students recognize that listening is active
Materials:	Chairs, arranged as in a band room
Directions:	Children are chosen to "be" the instruments in a band and take their places in the proper section. The teacher or "director" tells the students which sounds they are to use to represent each of the instruments, and tells the band which songs they will be playing. The director must also tell students the signals for getting louder, softer, for being a solo, etc. All children in all sections should have a chance to play. Teacher can adapt to the size and needs of the group.
Caution(s):	*Children should not be allowed to get too noisy. Also, the teacher may wish to work up to a "complete performance."*
Follow Up:	Discuss how we hear the sounds (too loud, too soft, just right, etc.). Talk about what is involved when the "instruments" play softly, if we wish to hear and understand what is being "played."

GRADE LEVELS: K-3
OUTCOMES: I A,B,D
III A,C,D,E,F
IV C,D

Interpersonal Communication: Social Rituals

TELEPHONE MANNERS

Purpose: To help students place, carry on, and end a telephone conversation in an appropriate manner

Materials: Two telephones, two children, chart paper with appropriate telephone manners listed

Directions: Talk with children about appropriate telephone manners from this chart:

Telephone Conversation Manners

1. Have a reason for calling.
2. Answer the telephone stating your family name, then who you are.
3. Callers should always state who they are.
4. Have your specifics ready before you call.
5. Wind down the conversation; don't just say "OK, Bye."
6. Callers always say goodbye first.

Practice situations without telephones.

Choose two people to use phones using a situation from the following list. One child is the caller and one is the person being called.

-- Invite your friend to your birthday party (give specifics of when and where).
-- Ask your friend about an assignment.
-- Ask your friend to come over to play.
-- Ask about a Brownie or Cub Scout meeting.
-- Ask about your friend's health as he/she was sick yesterday.
-- Ask your friend about a new pet.
-- Ask about your friend spending the night with you.

Follow Up: Help and evaluate, and eventually include other students in the evaluation. Follow PRIDE guidelines.

GRADE LEVELS: K-3

OUTCOMES: I A,B
III A,C,D,E
IV C

Listening

EXPRESSING FEELINGS

Purposes:

1. To encourage students to be good listeners
2. To provide an opportunity for students to express feelings in front of peers

Directions:

Read a story, such as TODAY WAS A TERRIBLE DAY, by Patricia Giff, to the class. Ask each child to pretend he/she is the child in the story who is responsible for the tape recorder.

(In TODAY WAS A TERRIBLE DAY, a child borrows a tape recorder from the teacher. On the way home, the tape recorder is left on the ground and is run over by the school bus. What should the child do?)

Each child tells the class briefly how he/she would feel, would act, and why. Class members may ask questions.

Suggestions:

Use pictures which show an emotion (laughing, crying, etc.) to support the discussion.

GRADE LEVELS: K-3

OUTCOMES:
I A,B
II A
III A,C

Observing, Listening

I'M THINKING OF . . .

Purposes:

1. To emphasize for students the importance of observing surroundings
2. To help students describe objects and events clearly
3. To help students listen carefully to descriptions

Directions:

Students are to choose an action which involves an object. They will practice pantomiming or acting out the action and then perform the action before the class. Before they begin the pantomime, they should tell the class where they would be if they were actually doing the action: "I'm thinking of an action which I can do at the grocery store..." Students will then act out the action. Students who are watching guess what the action is, and the "actor" then says what it is that she/he is doing and carefully explains the actions as he/she pantomimes them.

Examples:
Crack an egg in the bowl and beat an egg.
Get a camera and take a picture.
Make the bed.
Rake the lawn.
Plant flowers.
Shovel snow.

Follow Up:

Discuss the actions and the description. Have students ask questions about any part of the series which they did not understand.

GRADE LEVELS: K-6

OUTCOMES: III A,B
IV C

Question Answering

QUESTION; STORYTELLING; QUESTION

Purposes:

1. To have students answer questions
2. To encourage students to tell stories which relate to the questions
3. To encourage students to relate stories to questions and to one's own experiences

Directions:

Direct students in this process: a) ask a simple question that requires an opinion answer and possibly reasons or facts to back up that question; b) tell a story which relates to that question; c) restate the question.

Example:

a) "What kind of animal makes the best pet for you and why do you think this is so?" (Immature answers ignore the question, and focus on stories about pets.)

b) Tell the story RICE BOWL PET by Patricia Martin. This story can be read, but a simple telling can be more effective with immature children because of the eye contact. In the story a child is choosing a pet to suit his/her situation.

c) Restated question: "What is the best pet for your family and why do you think it is best?" (This time answers may consider family makeup, yard, allergies, etc.)

GRADE LEVELS: K-12
OUTCOMES: I A,B
III A,C,F

Communication

ONE-WAY AND TWO-WAY COMMUNICATION

Purposes:

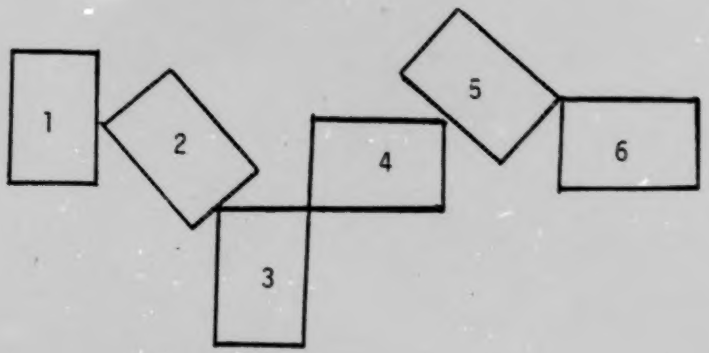
1. To help students to distinguish between one-way communication and two-way communication
2. To help students to compare the two techniques of communication
3. To help students to understand that the two techniques may influence people's attitudes and communication of effectiveness

Directions:

Select a communicator to tell the class what to draw on their papers. The remainder of the students get paper and a writing utensil. Different people are used for each activity.

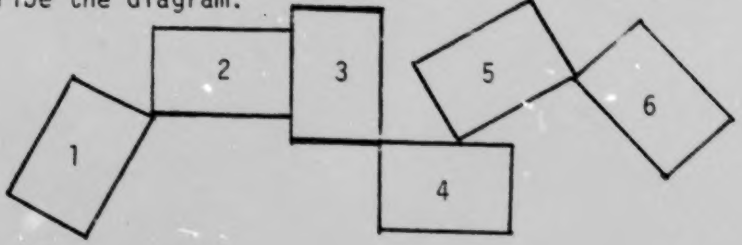
One-Way Communication Diagram Activity

When the group is ready to start, the communicator goes to the front and sits with his/her back to the class. He/she describes the following diagram. The diagram cannot be shown to the group. The class may not ask any questions of the communicator. No hand gestures may be used.



Two-Way Communication Diagram Activity

When the group is ready to start, the communicator goes to the front and sits with his/her back to the class. He/she describes the following diagram. The diagram cannot be shown to the group. The Communicator cannot use hand gestures to describe the diagram. The class members may ask questions of the communicator, but they cannot use hand gestures to describe the diagram.



GRADE LEVELS: K-12

OUTCOMES: Listed with each exercise

Creative Drama

GROUP CREATIVE DRAMATICS EXERCISES

1. Mirrors. (may be done in groups or dyads) One person initiates the action and others reflect. Roles should be exchanged frequently. This may be done silently or with sounds.
OUTCOMES: I C, II D

2. Human Knot. A study in nonverbal communication. Group members hold sticks (dowel sticks work well), join hands in a circle and become tangled. After the group is so tangled that it can no longer move, it tries to untangle itself.
OUTCOMES: I C, II D

3. Machines. One student starts a movement typical of a machine part, such as a piston working up and down or back and forth. One by one, other students join him/her, each person moving in a way to complement the first student's movement. The exercise works best with five to ten students.

   A variation is to have groups of students construct machines (e.g., can opener, popcorn popper, washing machine).
OUTCOMES: I C, II A, IV A, IV D

4. Statues. Involve students in a progressive movement of the different parts of the body, starting perhaps with the fingers--move every joint--then the wrists, the elbows, shoulders, neck, head, face, spinal column. After students have been through the sequence once or twice, lead them through again, only this time have them continue to move all parts of the body. Then, on signal, they are to freeze in whatever position they may be; variations include the ugliest position they can think of, the funniest, the most awkward, etc. An emotion can also be portrayed.

   Groups of students can build statues as well. Each group decides what their statue will look like; then, using another group as parts of the statue, they build it. Another variation is for the constructing group to give verbal instructions which the other group then tries to follow.

   Groups can also create a picture, such as a group tableau depicting war, etc. A variation would be to have the tableau moving, rather than still.
OUTCOMES: I C, IV C

5. Rounds. An individual moves across a space in a way he/she never has before, utilizing as much space and as many levels as possible. This is a continuous motion; as one person finishes, another starts. After a couple of rounds, there may be dyadic and group movement across the space.

6. Seeds. Group members become seeds, and are commanded to grow. The group is "turned into" various animals and objects. (For example, the group is told to become a den of snakes: some rattlers, some cobras, etc.) There is interaction between the various characters in this exercise.
OUTCOMES: I C, II A, III A, IV A

(continued)

7. Creative Pictures. Group members are told to portray a candle melting, a forest when the wind is blowing, when it is raining, strips of bacon frying. Again, they may interact.
OUTCOMES: I C, II A, III A, IV A

8. Passing a Small Object to Each Other. The leader of either a large group or a small group hands an imaginary object (an ice cube, a kitten, a worm, a feather, etc.) to one other person in the group. That person in turn hands it to the next. The last person to receive the object must decide what to do with it (eat it, put it in the trash, send it outside, keep it, etc.).

With nonverbal/mime communication each person must show what the object is and his/her feelings about that object.
OUTCOMES: I C, IV C

GRADE LEVELS: K-12

OUTCOMES: I A,B
III A,C,D,E,F

FOLLOWING AND GIVING DIRECTIONS

Purposes:

1. Help students to give accurate directions
2. Help students to listen carefully
3. To provide opportunities for students to follow directions carefully

Directions:

Direct two students to sit with their backs to each other. One has a series of wooden blocks or cardboard pieces of various shapes and sizes arranged on a desk in front of him/her. She/he describes the arrangement to the other student. That student must follow directions and try to arrange a second series of blocks exactly as the first student's are arranged. The listener may be instructed not to talk, or he/she may be allowed to ask for clarification of directions.

Adaptations:

Other class members may do similar activities, or they may observe and listen to the two students performing the task.

Observers may offer suggestions or remain quiet until the activity is completed. Other variations may involve more difficult tasks.

GRADE LEVELS: K-12

OUTCOMES:
I C
II A
III A,C
IV C,D

Improvisation

DRAMA

Purpose: To provide opportunity for students to listen to a recording and respond to the music

Materials: Record or tapes and player

Directions: Record on a cassette tape seven cuts of the first few minutes of ALSO SPRACH ZARATHUSTRA (from 2001: A SPACE ODYSSEY), or any other recording you find suitable. This music builds to two sub-climaxes and ends in a dramatic climax.

Divide the students into groups. Have the students go through the following steps with each recording of the piece:

1. First time through: Close your eyes and listen; what images does the music evoke?
2. Second time through: This time imagine a slow-motion, silent happening around one of the images. Share your happening with your group.
3. Third time through: As a group, choose one of the happenings for all of you to work on. Listen again--share any new ideas.
4. Fourth time through: Decide on your favorite happening and begin to practice it together. Remember: this is to be silent and in slow-motion. Each person in the group should be reacting in slow motion to the happening
5. Fifth time through: Practice the happening again; make sure everyone knows his/her part.
6. Sixth time through: Practice again; this time add facial expressions and characteristics.
7. Seventh time through: Dress rehearsal.

Have each group perform its product; comment on "special touches" as they are performed.

Other music/recordings may be suitable for your group. Another excellent album which contains many unusual, evocative cuts is the Paul Winter Consort Album: ROAD.

GRADE LEVELS: K-12
(with adaptation)
OUTCOMES: All, especially
I A,B,C,D
II A,D
IV C,D
Improvisation: Feelings

"WHO" GAME

Purposes:

1. To help students communicate relationship (who) without telling a story
2. To help students find out who they are
3. To help students demonstrate the relationship between verbal and nonverbal behavior in establishing an identity

Materials: Two players, A and B

Directions: A is seated on stage, B enters. B has preplanned a definite character relationship with A but has not told him/her what it is. By the way B relates to A, A must discover who A is. When players have finished, reverse the scene, with B on stage and A choosing a relationship. (The exercise can end the moment the problem is solved--when the relationship is known--or continued).

> Example: A (girl) is seated on bench. B (girl) enters. B: "Hello, darling. How are you?" B starts fussing over A's hair. She then works around A, looking her over most critically. B asks A to stand up. A does so. B turns her around, making clicking sounds.
>
> B: "You look beautiful, darling, just beautiful!" B then puts her arms around A with great tenderness and rocks her back and forth. She stops, wipes a tear away, then hurriedly gets busy fussing with A again. She handles what looks like yards and yards of bouffant skirt ..... When A knows she is the daughter and this is preparation for her wedding, she enters into the relationship.

Follow Up: Discuss:

Did B show skill in her selection and implementation of both verbal and nonverbal acts?

Was her verbal and nonverbal communication more effective in communicating feeling? Informing?

When A entered into the relationship, did she show competence in her selection and implementation of communication acts?

GRADE LEVELS: K-12
OUTCOMES: I B
II B
III B,C
IV B,C

Interpersonal Communication

STEREOTYPING

Purpose: To provide opportunity for students to identify, discuss, and understand the weakness of stereotypes

Directions: List the following (or a portion of this list) on the chalkboard. Each student writes a sentence which describes each. Compare and discuss the reliability of such stereotypes and their origins.

1. Teacher
2. Lawyer
3. Banker
4. Doctor
5. Farmer
6. Politician
7. Teenager
8. Parents
9. College student
10. Indian
11. Mexican
12. Black
13. Vietnamese
14. Southerner
15. Easterner
16. Canadian
17. North Dakotan

GRADE LEVELS: K-12
(with adaptation)
OUTCOMES: I A,B,C,D
II D
III A,E
IV A,B,C,D

Interpersonal Communication: Social Rituals

HEY, IT'S MY TURN

Purpose:

To provide opportunity for students to perform and evaluate turn-taking behaviors in conversations

Definitions:

TURN-TAKING is defined as cues, both verbal and nonverbal, that participants use in an interaction for the appropriate sequencing of messages. The cues are divided into turn-yielding cues, turn-requesting cues, and those kinds given by a listener when he/she agrees or disagrees with the speaker without wanting to take the floor (sometimes called back-channeling).

Turn-taking cues: intonation at the end of a sentence indicating the person is finished speaking;

Turn-requesting: head nodding, indicating the person wants to talk;

Back-channeling: (for higher grades) reinforcing the speaker by letting him/her know that the receiver understands what the speaker is trying to communicate and agrees with what he/she is saying.

Directions:

Direct students to look at the following list of cues. Ask: "Can you give other examples of the kinds of cues that are used to let others know when you wish to have a turn?"

1. *What do you think?*
2. *Say that again.*
3. *Huh?*
4. *I don't understand.*
5. *Yes?*
6. *Go on.*
7. *I don't agree.*
8. *No, that's not right!*
9. *I agree completely!*
10. *That's exactly right!*
11. *My point is ....*
12. *I'm fed up to here!*
13. A clenched fist.
14. Slumping in a seat.
15. Catching another's eye.
16. Signaling with the eyes.
17. Cold stares.
18. Frowns.
19. Knitted brows.
20. Pout.
21. Puckered mouth.
22. Set (tight) lips.

Discuss:

Some of the above are examples of verbal and some are nonverbal kinds of cues used to indicate turn-requesting, turn-taking, and back-channeling.

Vocal cues are also very important in turn-taking, turn-requesting, and back-channeling. The inflection, the rate, the pitch, and the loudness or softness of the voice are also indicators.

For example, how does the voice change when a person is asking a challenging question? When the group members begin to reach

(continued)

agreement? When discussing the final solution? When there is a rising argument?

Can you give an example of how the phrase, "What do you know about it?" could be said to indicate both sarcasm and friendly acceptance?

During a conversation between two people, what cues can you find that would indicate to you when each person wishes a turn at speaking?

What cues indicate turn-requesting?

What kinds of cues do you see when a person is merely supporting the speaker, but does not wish to add any comments of his own?

Which cues should not be used in social interaction and which cues are acceptable?

Would you consider certain ways of getting the group's attention as inappropriate? Which?

What verbal and nonverbal cues to indicate turn-taking, turn-requesting, and back-channeling have you observed, and what cues were the participants aware of?

How would you get attention in a group that refused to let you have a turn?

What might you do and how would you show disagreement with another idea in a group discussion?

What kinds of cues do you watch for when talking with another person (facial expressions, head nodding, eye expressions)?

What do you think it means when people roll their eyes upward?

How important in back-channeling is a smile, head agreement, a frown?

Now, how many cues can you recognize as turn-taking? As back-channeling? As turn-requesting?

These cues are all examples of the communication known as "ritualizing." What is the definition of "ritualizing?"

Hopefully, this discussion of the kinds of cues used by all of us in the act known as "ritualizing" will help all of us to become better and more experienced communicators and help in determining which cues are acceptable to society, and which are considered inappropriate.

GRADE LEVELS: K-12

OUTCOMES: I C
II D
III A,C

Nonverbal Communication

PANTOMIMES

Purposes:

1. To develop student observation and communication
2. To provide opportunity for students to demonstrate thoughts and emotions
3. To provide opportunity for students to communicate nonverbally
4. To demonstrate to the student that actions communicate without words

Directions:

Direct students to act out the following situations without using any verbal communication:

1. Person searching for house or car key
2. Traffic police officer directing traffic at a busy intersection
3. Student searching for research material in the library
4. Shopper trying to carry too many packages, some of which start to slip
5. Person noticing billfold missing
6. Person playing trumpet from which no sound comes forth
7. Student frantically searching for a paper that is due NOW

GRADE LEVELS: K-12
OUTCOMES: I C
II A
IV A,B,C

Nonverbal Communication: Stereotypes

SYMBOLISM

Purposes:

1. To provide opportunity for students to demonstrate feelings nonverbally
2. To provide opportunity for students to understand that people's views of things differ
3. To provide opportunity for students to understand that our own values influence the way we view things

Directions:

In a group situation, direct students to:

1. Assume the position of either an animal or inanimate object that symbolizes their attitudes towards life, others, etc. (You will have people on all fours, lying down, etc.)
2. "Act out" a stereotype, e.g., drunk, elderly person. One minute is enough for the "acting out."

Follow Up:

Discuss values, stereotypes; really limited areas of possibilities can arise from these. Some people will have to tell what animal or object they intended to "be."

GRADE LEVELS: K-12

OUTCOMES:
I A
II A,D
III C,D,E,G
IV D

Speaking, Listening

ICEBREAKER I

Purposes:	1. To help students get acquainted 2. To provide opportunities for asking questions and listening
Materials:	Prepare signs about two-inches by eight-inches with names of famous people and/or people well known to students. Have pins or masking tape handy.
Directions:	Pin a sign on the back of each student. Students mix and mingle, asking questions to find out "who they are." Only "yes" and "no" answers are allowed. When students think they know "who they are" they sit down. Students need to learn to ask broad questions at first, then narrow questions. (This is somewhat like "Twenty Questions" except that all get to participate at once.) The game should stop before only one person is left standing.
Caution:	*Discretion is necessary when placing signs on individual students. Students tend to identify the persons carrying the signs with the person named on the sign.*

GRADE LEVELS: K-12

OUTCOMES: I A,B,D
III A,C

Storytelling

STORYTELLING

Purposes:

1. To provide opportunity for students to tell a story to develop speaking and organizing skills
2. To provide opportunity for students to listen to each other's stories

Directions: Direct students to begin a story with "Once upon a time...." The setting may be included. Students then take turns adding to the story to create their own fantasy tale.

Adaptations: This may lead to observations of group dynamics and personal interests. It may serve as a preliminary activity to writing.

GRADE LEVELS: 2-12

OUTCOMES: I B
II A,B
III B,E
IV C

Feelings

ICEBREAKER II

Purposes:

1. To help students to describe and share feelings
2. To help students to analyze others

Directions:

Pass out 3 x 5 cards to everyone. Direct students to write answers to the following questions on the card:

1. Object describing yourself
2. Color symbolizing you or your attitude toward life
3. Car symbolizing you or your attitude toward life
4. Song symbolizing you or your attitude toward life
5. Cartoon character or television personality best exemplifying your attitudes

Collect the cards and redistribute them randomly.

Try to have students decide who owned the card just by what was written, by walking around and asking questions.

Ask students to read out loud at this point, as they enjoy hearing the various answers. When the person is discovered, he/she may attempt to explain his answers.

GRADE LEVELS: 3-12

OUTCOMES: III D,E
IV A,C,D

Icebreaker

VALUES - GET ACQUAINTED

Purposes:

1. To help students to know each other quickly
2. To help students find others with interests and values similar to theirs, and, more importantly, to help them realize that some people may have interest and values very different from theirs
3. To raise new alternatives for students to consider

Directions:

To the Teacher:

Provide students with a worksheet like the one below (create the items to fit your group). Their task is to mill around the room, meeting and talking with each other, until they have completed the worksheet. The worksheet is complete when they have placed a name beside each description.

To the Student:

Find a person in the room who fits one of the descriptions below. Place his or her name on the worksheet in the appropriate space provided. Continue until all blanks are filled. Each name may appear only one time.

Find a person who	Name
1. Has read a book just for fun in the last two weeks.	
2. Plays a musical instrument.	
3. Would be in favor of a law to limit couples to two children.	
4. Has been camping recently.	
5. Loves to go horseback riding.	
6. Has worked for a candidate running for political office.	
7. Thinks school attendance should be completely voluntary after grade six.	
8. Thinks women with small children should not work outside the home.	
9. Has ever written a "letter to the editor."	
10. Has an unconventional hobby or pasttime.	

(continued)

Additional items for a worksheet:

Find a person who:

1. Learned a new skill in the past two weeks.
2. Has a friend who is a celebrity.
3. Has a close friend from another country.
4. Thinks children should not work for their allowance.
5. Has had someone from another race (religion) to their home for dinner or to play.
6. Is planning to vote the same political party as his or her parents.
7. Is planning to go into politics someday.
8. Is in favor of a law to ban guns in the United States.
9. Has had a scary dream recently.
10. Is a ski buff.
11. Wears seat belts when riding in a car.
12. Would be willing to donate his/her body to science after death.
13. Has recently written a letter to his/her Congressman or some other governmental representative.
14. Would like to retire at age 40.
15. Has taken or is now taking karate lessons.
16. Thinks students should pay their own way through college.

GRADE LEVELS: 3-12

OUTCOMES: I A,B,C,D
II D
III A,C,D,E,F

Speaking, Listening

INFORMING

Purpose: To help students to give and follow verbal directions

Materials: Two identical sets of variously-shaped forms (may be made of wood or paper)

Directions: Two students are seated back-to-back and each given a set of variously-shaped forms or objects. The students follow a sequenced pattern of interaction. Have Student A build something using all of the objects, then begin the exercise.

1. Student A describes the model to Student B, who cannot see what was constructed and must build an identical model following the oral instructions without any verbal response.
2. Continue the exercise while allowing Student B to ask questions, and Student A to respond with "yes" or "no" answers only.
3. Continue with unrestricted verbal interaction between Students A and B.

Place other students where they can watch and discuss the process they are observing.

Follow Up: Discuss:

What kind of information does Student B need to build the model?

How did Student B know which object to place in position?

Have you been in similar situations -- trying to give instructions (or receive information) without feedback?

How could you improve the situation you are observing?

Would you make some suggestions which would be helpful to Student A or Student B?

What are the advantages of active involvement in the process of informing?

How could you apply what you have seen to a situation such as directing a new student to a particular classroom in your school?

GRADE LEVELS: 4-9

OUTCOMES: I A,B,C
III A,C
IV C

Human Relations

WHAT SHOULD I DO?

Purpose: To demonstrate to students that as human beings, we do, in fact, react to situations differently depending on the individuals involved

Directions: Direct the class to choose a student to portray the following list, and place him/her in one of the following situations. They may use verbal and nonverbal communication to show how they would react to the individual in these situations. (Make multiple combinations.)

Individuals

a. your little brother
b. a classmate
c. your best friend's mother
d. your father
e. Lady Diana
f. a stranger
g. Ronald Reagan
h. your teacher
i. a Dallas Cowboy cheerleader

Situations

1. You and ________ are having breakfast at a nice restaurant. ________ continues through the meal with egg on his/her face. How do you go about telling him/her.
2. You are visiting Disneyland and walking through crowds of people. As you are taking your first bite of your grape sno-cone ________ runs into you and spills it all over your white shirt with the alligator trademark. How do you react?
3. You are alone in the elevator going to the top of the Empire State Building. The door opens on the second floor and ________ gets on. It is a long way to the top. What is your conversation?

Follow Up: Discuss:

What sort of things might influence how we respond, react, and communicate with others?

Why do you suppose we might treat two people differently in the same situation?

Can you think of a situation where you were aware that you were treating someone differently just because of who they were?

Suggestion: Allow students to make their own list of individuals, and write their own situations.

GRADE LEVELS: 4-9
OUTCOMES: I A
II A
III G
Listening (Main Idea)

MAIN TOPICS OR DETAILS?

Purpose: To give students practice in listening to determine main topics and ideas.

Participants: Class

Materials: Prepared material which contains at least three main ideas and a number of supplementary details, plus paper and pencil for each player.

Directions: Read the sketch or short story, asking the children to determine which items are necessary to the story and which are details that make it more interesting. Give the children time to write these under the two headings Main Topics and Details. Discuss the answers, so children can check their listening power.

Adaptations: Children may compose stories for the game, being sure to include both main ideas and supplementary details.

Younger children might have a dittoed sheet containing sentences about the story. They will then designate which are main topics and which are details.

Caution: *Some group instruction in determining main topics and details should precede use of this game.*

GRADE LEVELS: 4-12

OUTCOMES: I B,C
IV A,B,C,D

Nonverbal/Feelings

"I KNOW, I'VE BEEN THERE . . ."

Purposes:

1. To sharpen student discrimination of nonverbal cues
2. To increase student ability to empathize
3. To provide opportunity for students to practice use of empathic responses

Materials: Mounted pictures from magazines, posters, or other sources in which at least one person can be clearly seen in a meaningful context.

Directions: Ask students to identify the nonverbal cues to the possible feeling states of the characters in the pictures. Students should specifically identify the probable feelings expressed by these cues. They should construct empathic responses appropriate to the situation presented by the picture.

Relate the activity to the school, by having students discuss events which occur there, providing occasion for empathic responses to classmates.

Follow Up: Discuss:

How often do you use empathic responses with family, friends, others?

How would you describe the kinds of responses you most frequently make during the day?

Can you cite examples of empathic responses from a book, film, or television program?

How do you feel when you give an empathic response? When you receive an empathic response?

When should you use empathic responses?

What makes a good or a poor empathic response?

Watch a family television series (e.g., THE WALTONS, EIGHT IS ENOUGH) and describe situations in which empathy was demonstrated or could have been demonstrated.

GRADE LEVELS: 4-12

OUTCOMES: I B,C,D
II B,C
III A,C

Speaking (with adaptation)

WHAT'S YOUR BAG?

Purposes:

1. To allow students to plan, prepare, and present an informative message
2. To allow students to utilize their individual interests and concerns
3. To allow students to demonstrate the role of established/created credibility in communication

Directions: Assign students to a three to five minute speech on a topic in which they might be considered "expert." Allow them to discuss possible subjects in small groups to determine the audience's interest in and knowledge of the topic several days before the speech (part of a class period might be used for this). Speech presenters should identify their "qualifications" as an expert.

Follow Up: Discuss:

What criteria did the speaker establish for "expert?"

Was the speech better because the speaker was an expert? If not, why not?

What sorts of topics did the speakers choose? Why? Would you expect other topics?

How did the speakers let you know they were experts? Were you offended?

Optional: Discuss role of speaker/speech-established credibility in oral communication.

GRADE LEVELS: 5-9

OUTCOMES:
I B,D
III A,B,C,G
IV C

Speaking

HERE'S WHAT I THINK . . .

Purposes:

1. To provide students opportunity to learn to express ideas clearly
2. To provide students opportunity to learn to express and defend a point of view with evidence
3. To provide students opportunity to learn to express feelings
4. To provide students opportunity to learn to organize messages
5. To provide students opportunity to learn to gain confidence in front of peers

Directions:

This activity takes at least three class meetings. Videotape equipment is needed.

Day One

Ask students to plan to tell their opinions about a TV show, book, place to go, game to play, or other activity. Ask them to tell at least three reasons why they feel as they do.

Prepare a list of criteria for evaluating a good presentation, including organization of material, diction, vocalized pauses, body movement, eye contact.

Give each student a 3 x 5 card to plan:

statement of opinion
three points to support opinion
summary statement (may be on sentence)

Day Two

Videotape students making brief speeches (if they agree). They may use note cards.

Day Three

Discuss the importance of supportive criticism. Play tapes. Each student should view his/her tape, looking for ways to improve the speech according to the criteria established on Day One.

GRADE LEVELS: 5-12

OUTCOMES: II B,C
III B
IV B,C

Conflict Resolution

TRUCK CASE STUDY

Purposes:

1. To help students to understand people's responses to person and job priorities
2. To help students to express their feelings in a group
3. To help students to provide reasons for one's views

Materials: Copies of the GENERAL INFORMATION specific roles, and NOTES TO THE STUDENTS for each person assigned a role.

Directions: After discussing group decision-making and problem-solving, as well as the means by which problems are solved, give students the opportunity to experience a situation. Select students for each role. Give each student the written description of the person he/she is to play, provide the general information, and begin the activity.

GENERAL INFORMATION

You work for the telephone company and one of you will be the foreman while the others will be the repair people. The job of a repair person is to fix phones that are out of order, and requires knowledge and diagnostic skills as well as muscular skills. The foreman of the crew is an ex-repair person and has an office at the garage location, but spends a good deal of time making the rounds, visiting the places where the staff are working. Each repair person drives to the various locations in the city to do repair work. Each of them drives a small truck and takes pride in keeping it looking good. The repair people have a possessive feeling about their trucks and like to keep them in good running order. Naturally, the people like to have new trucks, too, because a new truck gives them a feeling of pride. Some facts about the trucks and the people in the crew that report to Terry Marshall, the supervisor:

George, 17 years with the company, has a two-year-old Ford

Bill, 11 years with the company, has a five-year-old Dodge

John, 10 years with the company, has a four-year-old Ford

Cheryl, five years with the company, has a three-year-old Ford

Brenda, three years with the company, has a five-year-old Chevy

Most of the staff do all the driving in the city, but John and Cheryl cover the jobs in the suburbs.

(continued)

NOTES TO THE STUDENT:

(Give these directions and a role description only to the person assigned the specific role.)

In acting your part in role-playing, accept the facts, as given, as well as assuming the attitude supplied in your specific role. From this point on, let your feelings develop with the events that transpire in the role-playing process. For facts or events that are not covered by the roles, you may make up things which are consistent with the way it might be in a real life situation.

Terry Marshall -- As foreman, every so often you get a new truck to exchange for an old one, and you have the problem of deciding to which of your staff you should give a new truck. The new truck you have been given to distribute is a Chevrolet, and you don't know to whom, in fairness, you should give it. In order to handle this problem, you have decided to put the decision to the staff themselves. You will tell them about the truck and put the problem in terms of what would be the most fair in the given situation.

George -- When a new Chevrolet truck becomes available, you think you should get it because you have the most seniority and don't like your present truck. Your own car is a Chevy and you prefer a Chevy truck such as you drove before you got the Ford.

Bill -- You feel you deserve a new truck and it is certainly your turn. Your present truck is old and since the more senior man has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A man deserves to be rewarded if he treats a company truck like his own.

John -- You have to do more driving than most of the other staff because you work in the suburbs. You have a fairly old truck and feel that you should have the new one because you do so much driving.

Cheryl -- The heater in your present truck is inadequate. Since Brenda backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want to have a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable you don't care about its make.

Brenda -- You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it would seem fair that the next one should be yours. You have a good accident record, except for the time you sprung the door of Cheryl's truck when she opened it as you backed out of the garage. You hope the new truck will be a Ford since you prefer to drive one.

GRADE LEVELS: 5-12

OUTCOMES: II B
III B
IV A,B,C

Feelings

HOW STRONGLY DO YOU FEEL?

Purposes:

1. To provide opportunity for students to express feelings
2. To provide opportunity for students to defend a viewpoint

Directions:

Make a list of several position statements. Ask students to rank them in numerical order. A ranking of "1" indicates "strongly agree;" the last number indicates "strongly disagree."

Example statements are:

"Mothers of pre-school-aged children should not work outside the home."

"High school students should not be permitted to work at a job during the school term."

This will usually promote some rather heated discussions in class.

Adaptation:

This can be used in connection with literature in analyzing and role-playing the characters. It is also useful in a social studies class for role-playing historical figures or other nationalities or beliefs.

GRADE LEVELS: 5-12

OUTCOMES:
I B
II A,B
III B,G
IV A,B,C

Interpersonal Communication:
Differences and Similarities

ME AND YOU

Purposes:

1. To help students to express feelings
2. To help students to analyze others
3. To help students to share differences and similarities

Directions:

Divide the class into pairs. Each student takes a sheet of paper and folds it in half. On one side students write the word "Me" and list ten adjectives or phrases which describe themselves.

Example: "friendly," "small-town boy/girl"

Have the students turn their papers over and hand it to a partner. On the blank side (without looking at the other side), the other person will write the word "You" and list ten adjectives or phrases of description. Students exchange papers again and read them to each other, then discuss the differences and similarities with each other.

Adaptations:

This can be used as a preliminary activity to comparing and contrasting ideas, or problem-solving or story problems.

GRADE LEVELS: 5-12

OUTCOMES: I B,C,D
III C,G
IV A,B,C,D

Interpersonal Communication:
Social Rituals

MAY I HELP YOU?

Purposes:

1. To provide opportunity for students to participate in several situations involving greetings
2. To provide opportunity for students to analyze behavior in different types of situations

Directions:

Guide a discussion to generate ideas about different types of "greetings." In the discussion students should discuss different situations which alter their greeting behavior. They should also discuss how age, sex, relationships, and the physical environment affect greeting behavior. After some ideas are generated, ask students to role-play some of the situations with class analysis and feedback.

Follow Up:

Students will keep a journal of all the times they greeted people in one day and explain the circumstances.

Students, in groups, may discuss how greeting behavior differs between new situations and situations where relationships are well established; also between formal and informal situations. Lead the class in discussion of group findings.

After the initial discussion and after the students have written their journals, break the class into groups again to compile a list of different situations where they use different types of greeting behaviors. Compare lists for analysis and feedback.

GRADE LEVELS: 6-12

OUTCOMES: I B,C
IV C,D

Interpersonal Communication

"I FEEL . . ."

Purposes:

1. To help students to express feelings to others
2. To help students consider others' feelings
3. To help students respond to others

Directions:

Sample Introductory Questions ("Set" for teachers):

How do you feel today?

How do you feel about having the television equipment? Who remembers where *feeling* came in the list of level of communication?

I'd like to ask you some hypothetical situations. What's a "hypothetical" situation?

Suppose you went to take your driving test and you flunked it? How would you feel?

Suppose (another school) won that contest and we got to have them come to our school? How would you feel? What if (our school) wins?

Supposing a pet died?

What if you found out you were moving to Kansas? That your best friend was moving?

Suppose I had a substitute show a film while I was home ill. Someone steals the lens to the projector. She accuses you and (teacher's name) calls you down. You're innocent; how do you feel?

What does it mean to say, "My nose is out-of-joint?" "To feel like two cents?" "To throw in the towel?" "To be on Cloud Nine?"

The exercise I have for today is designed to help us widen our repertoire of words, phrases, and statements for expressing feelings. What does "repertoire" mean?

- -- Explain word, phrase, experiential, behavioral (e.g., breaking dishes one by one)
- -- Robin R's friend
- -- girl in ON OUR OWN goes in the closet to scream
- -- LION IN WINTER -- Eleanore wants to peel Henry "like a pear"

Assign students to move to groups and work ten minutes on the questions below in "Process."

Process (may be a handout, transparency, or on chalkboard):

Would you use the same statements with your parents as you would your best friend? Explain.

(continued)

How would you tell a best friend that you were very angry with a teacher? How would you tell a teacher? a counselor? a principal? Discuss.

Would you use the same expression of feelings in church as you would at a party? at the dinner table as in the gym? at work as at school? Explain.

How do you know that your receiver understands the feelings you are expressing? How do you know if you made a good choice when you used a given phrase or statement?

When do you say "bug off," "get out," or "please leave?"

GRADE LEVELS: 6-12

OUTCOMES:
I A,C,D
II B,C
III B,C
IV A,B,C,D

Interpersonal Communication:
Role Playing - Discussion

LOOK AT IT THIS WAY

Purpose: To help students analyze some of the reasons why people take specific positions on important issues

Materials: Newspaper articles, editorials

Directions: Students, in small groups of four or five, select controversial issues from the school, local, or state newspapers. They role-play the major figures (people or representatives from organizations) in that controversy. Depending upon classroom objectives, the students may or may not need to do additional research. They then "act out" the controversy in a small group discussion format, attempting to resolve the apparent conflict in twenty or thirty minutes.

Follow Up: Discuss:

Were the characterizations adopted by the members of the group "real" or "unbelievable?" Why?

What sort of "type casting" did the group do in assigning roles?

Did the major figures resolve the conflict? How? Why or why not?

How closely do you think they came to their "real-life" counterparts?"

What sort of "stereotyping" did you notice?

GRADE LEVELS: 7-12

OUTCOMES: All, especially

I A
II A
III C,D,G

Conflict Resolution

ACE EXERCISE

Purposes:

1. To help students identify main ideas in messages
2. To help students organize data to find a solution
3. To help students work as a group to solve a problem
4. To help students identify roles of group members in the discussion process
5. To help students to evaluate strengths and weaknesses of a group

Directions:

To the Teacher:

Students work in groups of five. Each student receives a slip of information which is read to the other members. Part of the task is to discover the problem question, as well as to solve the problem. By working together students should work out a chart to answer the question: "In what sequence did the ACES have the various teachers during the first four periods?"

INFORMATION SLIP NO. 1

Although you may tell your group what is on the slip, YOU MAY NOT PASS IT AROUND for others to read.

Your group members have all the information needed to find the answer to the following question. Only one answer is correct. You can prove it.

IN WHAT SEQUENCE DID THE ACES HAVE THE VARIOUS TEACHERS DURING THE FIRST FOUR PERIODS?

Some of the information your group has is irrelevant and will not help solve the problem.

INFORMATION:

Harry worked with the Bombers in the third period.

Sybil had been at Frenzel School a shorter period of time than any of the other teachers in the intermediate unit.

(continued)

INFORMATION SLIP NO. 2

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

INFORMATION:

The Frenzel Elementary School Intermediate Unit has two teacher's aides, four teachers, and four instructional groups of students.

Each instructional group chose its own name.

Ralph and Tom always worked together.

The team leader taught the dinosaurs during the second period.

INFORMATION SLIP NO. 3

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

INFORMATION:

All teachers taught at the same period and exchanged groups at the end of each period.

Each teacher liked a different group best.

During the second period, each teacher taught the group she/he liked best.

Each teacher taught every group during one of the first four periods of the day.

INFORMATION SLIP NO. 4

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

INFORMATION:

Belinda and Ralph disagreed about how it would be best to handle the Bombers who always had trouble settling down to work.

Dick preferred to teach the Champs over all other groups.

Although the team leader had been at Frenzel School for five years, this was a shorter period of time than for any other team member.

INFORMATION SLIP NO. 5

Although you may tell your group what is on this slip, YOU MAY NOT PASS IT AROUND for others to read.

INFORMATION:

The Dinosaurs had Tom for their teacher during the third period.

Dick and Belinda did not get along well and did not work together.

During the first period the team leader taught the group that Harry liked best.

ANSWER	Dinosaurs	Champs	Bombers	Aces	Aides:
1.	Harry	Tom	Dick	Sybil	Ralph and Brenda
2.	Sybil	Dick	Tom	Harry	
3.	Tom	Sybil	Harry	Dick	
4.	Dick	Harry	Sybil	Tom	

GRADE LEVELS: 7-12
OUTCOMES: II B
III B,E
IV A,B,C

Conflict Resolution

GROUP EVALUATION OF ACE EXERCISE

Discuss the group interaction using the following questions to guide your evaluation. Write out answers on this sheet.

The group was _____ in solving the problem. (Check one of the answers below.)

_____ Excellent _____Very good _____Good _____ Fair _____ Weak

Explain why you evaluate the group as you do:

1. Did a leader emerge?
2. How did the group organize itself?
3. Were all members encouraged to give clues? How were they encouraged?
4. Did members ignore any clues of others?
5. Were there confirming responses (acknowledgment, supportive, clarifying, etc.)? Explain.
6. Were there disconfirming responses (interruptive, tangential, irrelevant, indifferent, etc.)? Explain.
7. Did anyone ever forget a clue or make an incorrect inference? Examples?
8. Were all members included in solving the problem (more than just presenting clues)?

   If not, was an attempt made to get all members involved in more than just giving clues?
9. Did anyone monopolize (talk much more than others) the group? Who?

   Did anyone try to dominate the group? Who?
10. Did any of the members' voices become agressive?
11. Did any self-centered roles emerge?

    How were the roles handled?
12. Was there disagreement? How was it handled?

GRADE LEVELS: 7-12
OUTCOMES: All, especially
I A
II A
III C,D,G

Conflict Resolution

OBSERVER'S EVALUATION OF ACE EXERCISE

The group was ____ in solving the problem. (Check one of the answers below.)

_____ Excellent _____ Very good _____ Good _____ Fair _____ Weak

Explain why you evaluted the group as you did:

1. Did a leader emerge?
2. How did the group organize itself?
3. Were all members encouraged to give clues? How were they encouraged?
4. Did members ignore any clues of others?
5. Were there confirming responses (acknowledgment, supportive, clarifying, etc.)? Explain.
6. Were there disconfirming responses (interruptive, tangential, irrelevant, indifferent, etc.)? Explain.
7. Did anyone ever forget a clue or make an incorrect inference? Examples?
8. Were all members included in solving the problem (more than just presenting clues)?

   If not, was an attempt made to get all members involved in more than just giving clues?
9. Did anyone monopolize (talk much more than others) the group? Who?
10. Did any of the members' voices become agressive?
11. Did any self-centered roles emerge? How were the roles handled?
12. Was there disagreement? How was it handled?
13. Honestly evaluate each member's participation as you perceive it.

Name	Excellent	Good	Fair	Weak

GRADE LEVELS: 7-12
OUTCOMES: I A
II A,C
III C,G
IV A

Conflict Resolution

ACE EXERCISE - EVALUATING INDIVIDUAL ROLES

Check the blank(s) which indicate the role(s) the individual performed each time he/she speaks.

	NAMES							
Group Task	1. Initiator							
	2. Information Seeker							
	3. Information Giver							
	4. Opinion Seeker							
	5. Opinion Giver							
	6. Clarifier							
	7. Coordinator							
	8. Orienter							
	9. Energizer							
	10. Procedural Developer							
	11. Recorder							
Maintenance	12. Supporter							
	13. Harmonizer							
	14. Tension Reliever							
	15. Gatekeeper							
Self-centered	16. Blocker							
	17. Aggressor							
	18. Recognition Seeker							
	19. Confessor							
	20. Playboy							
	21. Dominator							
	22. Special Interest Pleader							

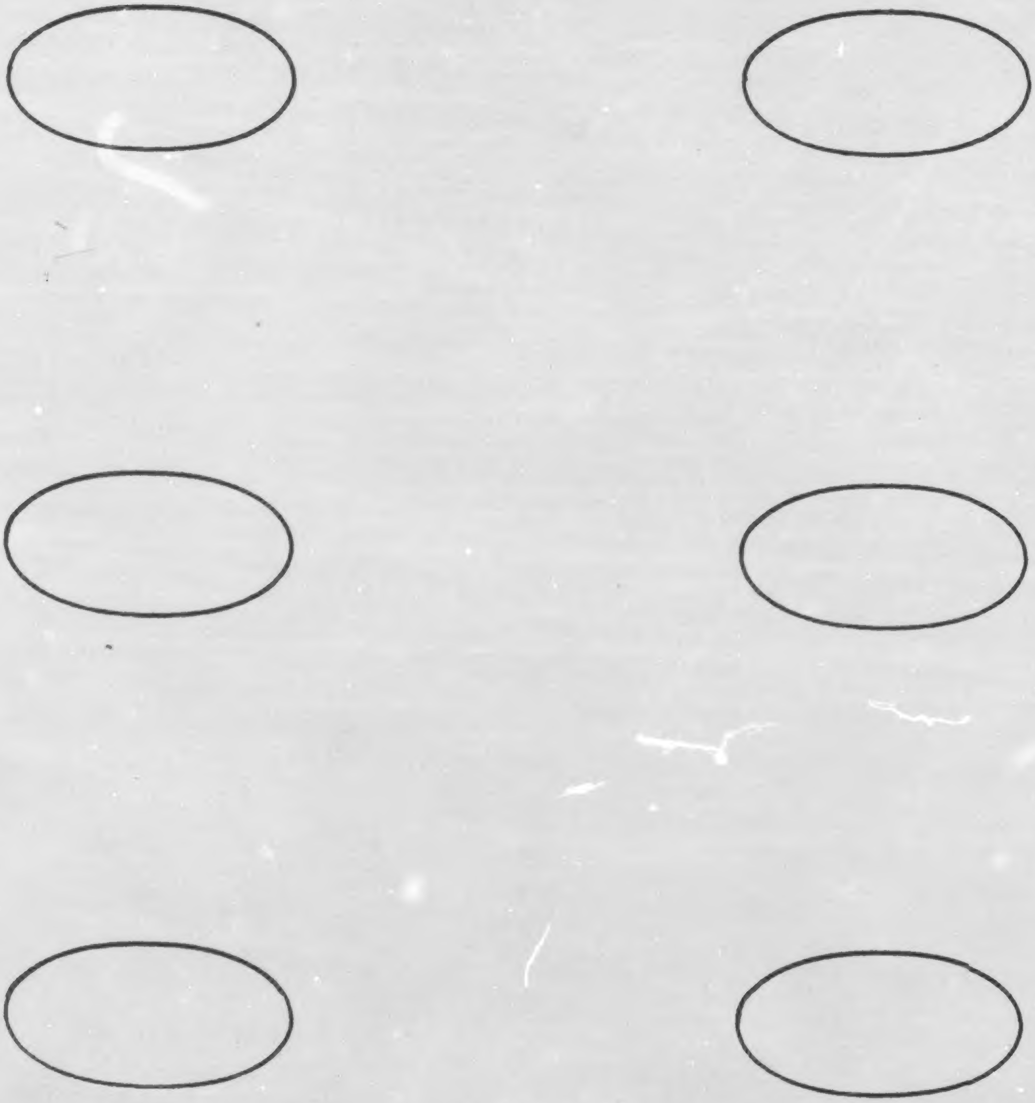
GRADE LEVELS: 7-12

OUTCOMES:
II A
III G
IV A

Conflict Resolution

ACE EXERCISE -- INTERACTION DIAGRAM

Directions: Write a group member's name in each circle. Each time a person speaks an arrow is drawn toward the person to whom he spoke. Subsequent remarks to the person are indicated by short cross marks on the base of the arrow. Remarks made to the entire group are indicated by a longer arrow toward the center of the circle.



OBSERVER: ________________________________

GRADE LEVELS: 7-12

OUTCOMES: All, especially

I A
II A,B,C
III B,D
IV A,B

Decision-making

CORPORATE FINANCE

Purposes:

1. To help students make decisions on an informed basis
2. To help students discuss and defend options
3. To help students learn to listen to others' views
4. To help students learn to work within a group structure
5. To help students learn to deal with differences of opinion

Directions: After discussing the information about financial institutions, below, provide the students with the situation. Divide the class into small groups of four to six and let them determine what the corporation should be about its finances.

Financial Institutions:

Commercial banks -- Chartered by the state or federal governments, commercial banks are covered by the Federal Depository Insurance Corporation, or FDIC. They are permitted to make commercial loans, accept commercial deposits and make loans to and take deposits from individuals.

Savings and loans -- Chartered by the state or federal governments, savings and loan associations are insured by the Federal Savings and Loan Insurance Corp., or FSLIC. Although their powers have been expanded, traditionally S & L's have been real estate lenders that raised funds from individual savings accounts and long-term deposits.

Credit unions -- Chartered by the state or federal governments, most credit unions are covered by National Credit Union Association insurance. Credit unions promote thrift by encouraging savings of their members and providing consumer loans. Credit union members have a common bond, usually working for the same employer who often provides office space for the operation.

Industrial loan and investment companies -- Chartered by the state government, industrial loan companies are protected to a limited extent by the Nebraska Depository Institution Guarantee Corporation. These companies traditionally have had more flexibility in the kinds of investments they can make and principally have put money in second mortgages and other investments that could be more risky than those allowed commercial banks and savings and loans. These companies have fewer restrictions on where they can obtain money, where they can invest it and what interest rates can be paid. The latter ability was particularly important for attracting depositors before regulation.

continued

The Situation:

The group in which you have been placed represents the Board of Directors of MELO, INC., a growing corporation. The corporation is diversified and deals with real estate rentals as the primary source of income. The Board of Directors has determined that the corporation should take advantage of the lack of housing in your city, and build some new apartment complexes. In order to do so, however, more stocks will need to be sold, and, the corporate banking account needs to be converted to a money-saving plan.

The options you have, as a Board of Directors, are to choose from among the four types of savings institutions. The institutions and the savings plans they provide are listed here:

First Security Savings and Loan, an industrial loan and investment company, offers 15% interest on corporate savings accounts.

Fortieth National Bank, chartered by the federal government, which offers 10.25% interest on all savings accounts.

Van Dorn Savings and Loan, chartered by the state, which offers 10.50% interest on all savings accounts.

City Federal Credit Union, chartered by the federal government, which offers 10.25% interest on all savings accounts.

MELO, INC., has $50,000 which can be placed in an interest-bearing account. If you lose the money because of financial institution failure or any other reason, all your plans for corporate expansion will be gone, as will the dividends paid to your stockholders, who have purchased stock in the corporation simply as an investment for themselves.

Your Task:

You must choose the institution and savings plan which you believe to be the safest means of gaining additional income for MELO, INC. Your decision should be based upon what you know about savings institutions and the current economy. Because of the nature of the task, your corporate by-laws state that this task must be by unanimous agreement (or vote) of the Board of Directors.

Discuss the options and defend why the option is a good one. After all members of the Board of Directors have discussed the possibilities, decide on one of the savings institutions and explain why you've chosen that institution. You will need to explain your decision to the stockholders at the next meeting (write out your explanation).

DECISION: We have chosen ________________________________ as the savings institution and plan for MELO, INC. savings account because

Adaptations: This activity could be used in an economics or business law class as well as in social studies classrooms, or English/Speech classes which are studying decision-making in groups.

GRADE LEVELS: 7-12

OUTCOMES: With Parts I and II

Conflict Resolution

CHOOSE A LEADER

Purpose: To encourage students to think about how decisions are made, how group members may persuade us to change our minds, and how leadership qualities are determined

PART I

OUTCOMES:
I A (if oral)
I B
III B
IV C

Directions: The following may be given orally, or on a handout to students. Responses may be oral or written, depending upon teacher wishes and how much time may be spent on the activity.

To the Student:

Assume that you are the President of the United States and you must replace the current Vice President. Think about the qualities and characteristics that a Vice President, as a leader of the country, should have. List the qualities of good leadership that you would look for, and then very carefully explain why each quality you have listed is important for a good leader to have.

PART II

OUTCOMES:
II A,C
III B
IV B,C,D

Directions: To the Student:

Assume that you are the President of the United States. You must select a Vice President from the following people. Refer to the list of leadership qualities you gathered in Part I. Discuss each possible Vice President with your group, and then come to an agreement on one of them, striving for consensus.

Candidate #1 is intelligent, is usually calm and controlled and can work well under pressure. This person is capable of making decisions in a logical manner.

Candidate #2 is an imaginative individual. This person's flexibility makes him receptive to the ideas of others. The quality of charisma has increased the candidate's popularity with voters.

Candidate #3 is experienced in many areas of government. People highly respect this person's honesty and integrity. The candidate's persuasive qualities influence others to accept her ideas.

(continued)

Candidate #4 has the courage of his convictions and is not easily swayed. This person delegates authority well and is dedicated to the welfare of his country.

Our choice is ____ because

____

____

____

____

____

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____

____

GRADE LEVELS: 7-12
OUTCOMES: All, especially
I A
II B,C
III B
IV B,C
Decision-making and Conflict Resolution

THE SPY PLANE

Purposes:

1. To help students listen to others - to hear people out
2. To help students discuss and defend options
3. To help students achieve group consensus
4. To help students deal with conflict (or potential conflict) in an objective manner

Directions: Divide the class into groups of four to six members. Ask them to discuss the following situation and reach consensus on the action(s) to take.

The Situation:

The people in your group represent the closest advisors to the President of the United States. The President has called you in to help make a decision which may affect peace and harmony in the entire world. Since the Soviets shot down the Korean commercial jetliner, killing more than 200 innocent passengers, saying that they believed the plane was a U.S. spy plane, world tension has been building. The President informs you that it has recently been discovered that Soviet spy planes are moving farther and farther into U.S. air space, a clear violation of all treaties and world agreement. There are some members of Congress who believe that the planes should be shot down. Other members of Congress feel that we should simply ignore the planes, even if they were to advance into U.S. air space, unless they appear to be threatening, or, carrying bombs or other weapons which would endanger the lives of our citizens. The public knows nothing of these occurrences. The President explains the situation and asks that you, as a group, decide what should be done. The President will follow your decision. Your decision must be a group decision which can be accepted by all of the group members. Do not simply vote on the issue. Discuss it fully and see if you can reach consensus. If there are questions, take a vote, and report your recommendations to the President. Be sure that you explain why you decided as you did.

RECOMMENDATION: Our group has decided that

(continued)

We have made this decision BECAUSE

______________________________(number/names) favoring this decision.

Adaptations: This activity could be used for a variety of classes and situations. It can be adapted to fit various needs. As it is, it can be used in language arts classes in a unit on conflict resolution or decision-making. It could also be used first as a group discussion project, and then followed up with a writing assignment.

GRADE LEVELS: 7-12

OUTCOMES: All, especially

I A
II A,B,C,D
III A,B,C,D,E
IV A,B,C

Decision-making and Conflict Resolution

NUCLEAR MISSILES IN NEBRASKA?

Purposes:

1. To help students listen to others and hear them out
2. To help students discuss and defend options
3. To help students make decisions in groups
4. To help students achieve group consensus
5. To help students deal with conflict (or potential conflict) in an objective manner

Directions: Divide the class into groups of four to six. Ask the group to discuss the following situation and reach consensus. Be prepared to explain and defend your position.

The Situation:

The Pentagon has received clearance to place nuclear missiles in various places around the United States. The only stipulation is that the placement of these nuclear missiles shall meet with the approval of the governor of the State in which they shall be placed. If the State allows the placement of the missiles, the land-owners will be paid one million dollars in rental for a ten-year period. In addition, the State Government will be given half of that sum, or, one-half million dollars ($500,000) as soon as the missiles can be placed. In these economically hard times, even those people who are anti-nuclear weapons are thinking hard about the possibilities. This has been highly publicized by the government, and by the media. Everyone has an opinion. From what has been reported in the newspapers, radio, and television, public opinion is about evenly split on the issue. The Governor has called you, his group of loyal advisors, in to help make the decision. What will you recommend? The owners of the land will be paid one million dollars over a ten-year period (that's $100,000 per year), and the State will receive $500,000, immediately, for each site on which missiles are placed. Nebraska has been selected as an especially good location, so the Pentagon would like to place ten missile sites here (that would mean $5,000,000 for the State treasury, right now). The Governor has decided to follow your recommendations, whatever they are, as long as the group can reach consensus. What will you recommend? Why? Give your recommendation and explain why you decided as you did.

(continued)

RECOMMENDATION: We have decided that

We made this decision BECAUSE

NUCLEAR MISSILES IN NEBRASKA?

The number of people who favor this decision is__________________.

Adaptations:	This activity could be used for a variety of situations. It works especially well as a follow-up to group discussions, group decision-making, and conflict resolution units. It could also serve as a stimulus for student writing concerning decision-making, singly or in groups.

GRADE LEVELS: 7-12

OUTCOMES: II A,B
III B,G
IV C

Conflict Resolution

NASA* EXERCISE INDIVIDUAL WORKSHEET

Purposes:

1. To help students identify main ideas
2. To help students express and defend a viewpoint
3. To help students solve problems as individuals and then as a group

Directions:

To the Student:

You are a member of the space crew orignally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During the landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important and so on, through number 15, the least important. You have fifteen minutes to complete this phase of the exercise.

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 caliber pistols
_____ One case dehydrated evaported milk
_____ Two 100-pound tanks of oxygen
_____ Stellar map (of the moon's constellation)
_____ Life raft
_____ Magnetic compass
_____ Five gallons of water
_____ Signal flares
_____ First aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter

* National Aeronautics and Space Administration

GRADE LEVELS: 7-12
OUTCOMES: All, especially
I A
II B,C,D
III B
IV B,D
Conflict Resolution

NASA* EXERCISE GROUP WORKSHEET

Directions: To the Student:

This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not all ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one on which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments.
2. Approach the task on the basis of logic.
3. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
4. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading, in reaching your decision.
5. View differences of opinion as helpful rather than as a hindrance in decision-making.
6. Do not change answers on your own worksheet.

_____ Box of matches
_____ Food concentrate
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 caliber pistols
_____ One case dehydrated evaported milk
_____ Two 100-pound tanks of oxygen
_____ Stellar map (of moon's constellation)
_____ Life raft
_____ Magnetic compass
_____ Five gallons of water
_____ Signal flares
_____ First aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter

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* National Aeronautics and Space Administration

NASA EXERCISE
EXAMPLE OF ANSWERS AND RATIONALE

Rationale	Answers	
Little or no use on moon (no oxygen)	15	Box of matches
Supply daily food required (but can live quite awhile without food)	4	Food concentrate
Useful in tying injured together, help in climbing and travel over rough terrain	6	50 feet of nylon rope
Shelter against sun's rays; use for carrying	8	Parachute silk
Useful only if party landed on dark side. Lighted side is hot.	13	Portable heating unit
Self-propulsion devices could be made from them	11	Two .45 caliber pistols
Food, mixed with water for drinking (water is limited)	12	One case dehydrated Pet Milk
Fills respirations requirement (no oxygen on moon)	1	Two 100-pound tanks of oxygen
One of principal means of finding directions	3	Stellar map (of moon's constellation)
CO_2 bottles for self-propulsion across chasms, etc., little value for shelter	9	Life raft
Probably no magnetized poles; moon's magnetic field differs from earth's	14	Magnetic compass
Replenishes loss by sweating, etc., water is vital to survival	2	Five gallons of water
Distress call when line of sight possible (no oxygen, flares won't continue to light)	10	Signal flares
Oral pills or injection medicine valuable; needles are otherwise useless	7	First aid kit containing injection needles
Distress signal transmitter, possible communication with mother ship	5	Solar-powered FM receiver-transmitter

GRADE LEVELS: 7-12

OUTCOMES: All, especially
II B,C
III B,G
IV A,B,C

Conflict Resolution

THE PROFESSOR'S CHOICE

Purposes:

1. To provide opportunity for students to discuss problems/solutions in the group
2. To provide opportunity for students to explain and defend their choices
3. To provide opportunity for students to help the group make a decision

Materials: Copy of the activity for all students

Directions: Hand out the activity to all students. Go over it and ask students to make a decision on their own and be prepared to defend it. Remind students to keep an open mind as they go into the group. Tell students that in the group situation they must have group consensus on what action, if any, the professor should take. Everyone is expected to contribute to the discussion. Divide the class into small groups of four to six persons and have them discuss and decide.

The Activity:

Professor Dearborn is a teacher at a large state university which does not use the honor system. Examinations are closely proctored, and other precautions are taken to prevent cheating. But Professor Dearborn believes in individual integrity. He does not enforce the proctoring regulation, especially when he has a reasonable opportunity to avoid it. He had such an opportunity when a student missed the final examination and had to make it up. Professor Dearborn gave the student several essay questions, provided him with a chair and table in his office, and left for the library after telling him to leave his examination paper on the desk when he finished.

The professor returned in about an hour and a half to find the student gone and the examination paper on his desk. On reading the paper, he found that it had obviously been "cribbed" from several books he had left in his office; of this there could be no doubt.

The professor had authority to give the student an "F" on the paper, to give him an "F" in the course, or even to report him to the dean for disciplinary action. "However," he reflected, "I knew that this student was standing only "D" in the course when I left him alone in my office. Did I not put temptation in his path? Am I, rather than the student, mainly responsible for his dishonesty?"

What should Professor Dearborn do about this incident?

GRADE LEVELS: 7-12

OUTCOMES: All, especially

II B,C
III B
IV B,C,D

Conflict Resolution: Persuasion

TO SPEAK, OR, NOT TO SPEAK?

Purposes:

1. To provide the opportunity for students to discuss values and feelings
2. To provide opportunity for students to reach agreement on choices

Directions: Provide copies of the activity for all students and go over it. Divide the class into small groups and let them discuss what the options are in this situation. After the discussion, the group should reach a decision through a vote. A majority vote must be rendered. After decisions are made, let the whole class discuss what they are and why the decisions were made.

The Situation:

The student council has decided that the speaker for the all-school assembly program should be Professor Brooks from the State University. Professor Brooks is a well-known, highly respected sociologist who has gained fame in the city because of her controversial "pro-abortion" stand. The student council wants her as the speaker for the assembly because of some very interesting research she has conducted on the effects of the environment on people's decision-making capabilities. One faction of parents is upset that Professor Brooks has been selected. These parents fear that she will use this opportunity to indoctrinate the students with pro-abortion ideas. They suggest that the student council instead bring in Professor Cortwright from the Philosophy department. Her research interests would not be as interesting for the majority of the students, but she is a well-known "pro-life" advocate who would provide the views these parents want their students to hear. The student council president has already signed a contract with Professor Brooks and will not change, nor ask Professor Cortwright, because the situation has gotten out of hand. The assembly is neither pro-life nor pro-abortion, and the student council does not want it to become such. The parents, however, have gone to the school board to stop the scheduled assembly program, or to change speakers.

The Task:

You are the school board. It is your job to determine what should be done. Will you let Dr. Brooks speak, as per the contract? Will you cancel the student council's contract? Will you secure another speaker? Will you cancel the program, altogether? Or, are there other options? Discuss the situation and make your decision. You must have a 3/4 majority vote, whichever option you choose. Be prepared to report your decision to the student council, administration, and parents' groups, and explain why you have decided as you have.

GRADE LEVELS: 7-12

OUTCOMES: All, especially
II A,B,C,D
III B
IV C

Conflict Resolution: Persuasion

PEACE CORPS MURDER CASE

Purposes:

1. To help students to discuss facts and opinions
2. To help students to defend opinions
3. To help students to persuade others
4. To help students to achieve a majority decision

Directions: To the Student

You are to solve the problem using the evidence given. Be as persuasive as you can as the group tries to gain a two-thirds majority.

The Situation:

In the alien atmosphere of an African country, a young Peace Corpsman was charged with the murder of his wife. Both the accused and his wife were teachers and had spent most of the day of her death correcting papers. They then bicycled to a desolate, rock-strewn hill about two miles from the village for a picnic. There the young wife died of head injuries.

Evidence:

The assistant medical officer of the local hospital who performed the autopsy testified that the young woman died of multiple skull fractures.

An iron bar was discovered in the basket of the bicycle belonging to the husband.

An African farmer testified that he witnessed a physical struggle between the young couple.

An entry in the husband's diary referred to an unfaithful wife.

GRADE LEVELS: 7-12

OUTCOMES: I B,C,D
II C
III B,C

Conflict Resolution: Persuasion

YOU ARE THE AD AGENCY

Purposes:

1. To help students to analyze an audience
2. To help students to plan a persuasive campaign

Directions: Direct students to choose a specific car, toothpaste, soft drink, hamburger, or ice cream, pain relief remedy, or some other approved product. They may pick a specific brand name for the product, or create a new name, or use an existing brand. They are to plan and execute an ad campaign to sell this product to the teen-age market.

Help students discuss and specify the audience very precisely:

Who are they?

What are their needs?

What features of your product precisely meet their needs?

To what kind of appeal are they likely to respond?

Direct students to spend time designing the ad campaign using pictures, headlines, copy, music, and scripted dialog. Each creative group should produce a poster ad and a thirty-second radio commercial for the product.

Planning Aids:

Product: ____________________

Brand Name: ____________________

Specific Audience: ____________________

Audience Needs: ____________________

Theme, Slogan, or Jingle: ____________________

____

____

Graphics (pictures, drawings, etc.): ____________________

Copy: ____________________

Music: ____________________

Voice(s): ____________________

Key Selling Point: ____________________

GRADE LEVELS: 7-12

OUTCOMES: III B,D,E
IV B,C

Decision Making

THE ANDERSON COMPANY

Purposes:

1. To help students to organize information
2. To help students to analyze information
3. To help students to express and defend one's view

Directions: This is a class activity. Students should receive a copy and go over it. The whole group should discuss the suggested discussion questions plus any others they or the teacher find to be applicable.

The Activity:

The Anderson Company is a small distributing affiliate of Sperrco Corporation. Anderson had grown both by merger and expansion and had demonstrated adequate skill in negotiations with suppliers and the parent Sperrco firm. It was dedicated to intensive promotional activity and had shown increasing profits over the years. However, profits had not matched the scale of operations.

Employee turnover at Anderson was low, and wages were in line with competition. Some of the managers and other workers were attracted to Anderson because of its status in the community.

The home office group was an example of enthusiasm and energy. Those in top management positions were the original founders who were known to infect some of their own customers' managements with their infinite enthusiasm for the organization. Although all policy and financial decisions were made by the home office, district managers were given a great deal of operating authority.

Alan Black had received a lot of attention while he managed Anderson. He regularly attended seminars and enjoyed visits from superiors. These visits frequently involved the need to keep costs down, but Black did not respond positively to the increased demands from his superiors. He simply could not keep quality up and costs down. Black often felt that Sperrco's demands were unreasonable.

The Anderson offices were leased in a plush office building in the heart of the city, close to shopping, finance and cultural centers. Rental for the offices was $60,000 yearly, and renewal of the lease would involve an increase to about $70,000. In addition, the company had to maintain a shipping area away from the main office in the railroad district.

To help cut costs, it was suggested that Black move his offices to the railroad district. Such a move would cut costs and centralize operations. However, Black did not support such a move and remained solid in his opposition to it. After several confrontations with Sperrco, Black was "persuaded" that the move had to be made. Shortly, Anderson moved to a renovated frame structure that was soundproofed, painted, and generally upgraded.

(continued)

After a few weeks, Black noticed a dramatic change in the atmosphere among the employees. There seemed to be a lack of enthusiasm, interpersonal strain, and a depressed feeling about the place. Joking and interpersonal discussion were not evident and even Black's close friends seemed stilted and formal. Furthermore, productivity was dropping daily. The inventory supervisor often complained of being submerged in work and the clerks and public relations people skipped lunch to catch up.

Black spent much of his time mulling over the problems he was encountering since moving to the railroad district. Employees complained about the drive to work. They griped about the food and the noise. People used to go out together for lunch but no one did anymore. They were used to eating at better restaurants uptown, they said, where they didn't have to rub shoulders with factory hands, truck drivers, and production workers. Although no one quit, many asked for more money and a few talked about finding other places to work.

The move did not necessitate any change in staff nor in the organization itself. All procedures and responsibilities were the same. In fact, some things may have been simplified. Office people could interact more directly with warehouse personnel, whereas before they had to spend time on the telephone or making lengthy visits. Black felt the new building was quieter than the downtown office and the employees enjoyed free parking for the first time. The office also opened 30 minutes later and closed 30 minutes earlier to avoid downtown traffic.

Nevertheless, the morale continued to decline. Black continued to receive pressure for salary increases. He fought these demands because he felt the company paid well and he was trying to cut costs. After much thought, he concluded that there was no alternative but to increase salaries and wages. Since he could not justify a selective increase, he proposed an increase for the entire district, which the company agreed to pay.

The increase in pay did not help. Workers were spending more time complaining about the company in general and in picking on working conditions. Black now felt that the organizational degeneration was extremely serious and some immediate action had to take place. Even the most loyal of the members felt the organization was going down the drain.

Black was in a quandary. He agreed that the organization was losing its spirit and agressiveness, but he also knew that the previous year was a good one and his pay was the highest it had ever been. Black also did not understand Sperrco's stingy attitude. Some had suggested that the whole organization was going down. He knew that the company would not stand another pay hike and he could not move to their previous location. Something has to be done. What is the problem?

(continued)

Suggested Discussion Questions:

1. What is going on in the case? What has happened?
2. Why did it occur?
3. What are the underlying assumptions of the communicators involved?
4. What could have been done to prevent such a change in atmosphere?
5. What can be done now to rebuild morale, thus increasing production?
6. What differing opinions were expressed in your group?
7. What makes you believe as you do?

GRADE LEVELS: 7-12
OUTCOMES: All, especially
I A,B,C,D
III A,B,C,D,E

Role Playing

"DISTINGUISHED GUESTS, LADIES, AND GENTLEMEN . . ."

Purposes:

1. To provide opportunity for students to understand a perspective of issues, problems, and ideas related to the public lives of others
2. To provide opportunity for students to role-play representative responses of public characters

Materials: Adequate library resources; meaningful list of characters

Directions: Develop a "panel of speakers" drawn from a piece of fiction or an historical or literary period the class is studying. The class will research the political, artistic, and social ideas characteristic of each person on the panel. Panel members should answer questions from the audience in a way appropriate to what is known about his/her character.

The exercise should be designed so that all students have the opportunity to role-play panel members and to ask questions.

Follow Up: Discuss:

What were the elements of your character's life or work that helped you most "to play" your part?

What are the verbal and nonverbal elements that create a convincing role in this exercise?

Why was it difficult/easy for you "to play" your character?

(A) S/71

GRADE LEVELS: 10-12

OUTCOMES: All, especially
I C
II B,C
III A,D,E,G

Question Asking

HOW DO I ...? WHAT SHOULD WE ...?

Purpose: To teach students how to ask questions

Materials: Background discussion on evaluative language, para-linguistic cues, the nature and purposes of asking questions, questioning strategies, perception checking, paraphrasing

Directions: Lead students in brainstorming a number of contexts in which effective questioning is important, such as:

scientific inquiry
law
news investigation
traveling
sales
doctor-patient relationships
teacher-student relationships
student-student relationships

Discuss the purposes of asking questions across a broad range of contexts and have students generate questions which might be asked in each situation. Evaluate questions in terms of clarity, appropriateness to problem, usefulness of the answer it will provide, effect of the question on the relationship of the participants.

Follow Up: Discuss:

Why are people sometimes reluctant to ask questions?

Why is it important to ask questions?

How can questions offend or block communication?

How can questions enhance and open communication?

Of all the purposes for asking questions we discussed, which apply most directly to you?

(A) S/72

GRADE LEVELS: 10-12

OUTCOMES: All, especially

II B,C
III B
IV A,B,C,D

Decision Making

CHOOSING A HISTORY TEACHER

Purposes:

1. To help students to express and defend their own point of view
2. To help students to recognize others' views
3. To help students to distinguish between facts and opinions

Directions: Divide the class into groups of four to six members. Groups should discuss and reach a decision within the group by majority rule.

The Situation:

You are a member of the school board of a medium-sized western city. It is September and the high school must immediately replace a very fine history teacher who died quite suddenly, since school starts next week. You must make a choice from among four applicants -- Don, Sherri, Jim, and Bill.

1. Don had an exceptional academic record in Teacher's College. He is very bright and hard-working, well-liked and well-mannered. However, he is a very stubborn young man, also a confirmed atheist, and does not hide his lack of religious belief. When asked if he intended to teach atheism to his pupils, he replied that he would teach what he believed, and no one had the right to ask him not to. The principal concluded that a school owes a duty to the public not to approve a teacher who holds fanatic ideas about atheism, which, if impressed upon the minds of the young, might work to their detriment and injury. Don appealed that in the United States you cannot discriminate against a person for his religious beliefs. He maintains that he is qualified; he should be hired.

2. Sherri had an average academic record at a small church school. Her recommendations are just adequate, with a clear indication that some question of competence remains in the mind of her teachers. When the principal asked how well her practice teaching had gone, Sherri replied that she did not get through all the material she was supposed to cover. The principal contends that Sherri would be incompetent; Sherri contends that she is willing and able to learn as she teaches.

3. Jim had an exceptional academic record at a large, well-respected private university. His recommendations were excellent as far as academic training was concerned. Although well-liked and well-mannered, Jim is very uncomfortable around women and definitely seems to prefer the company of men. Jim admitted that this was true and replied that he was a homosexual but had this situation in full control. Jim said that he would not teach any of his homosexual views but if asked would

(A) S/73 (continued)

admit that he preferred the company of men to that of women. The principal contends that the school has a responsibility to protect its students from deviants and that exposure to Jim might be a detriment and an injury. Jim contends that this is his private life; he has his own circle of friends in a town fifty miles away and has never been in trouble with the police, nor was he in any trouble during the four years of undergraduate work. He maintains that he is well qualified and that his qualifications should be the basis for his employment.

4. Bill had a sporadic academic record from a large public university. The principal reports that he is neat, clean, and well-dressed. He was a campus radical and took part in several protests, on one occasion spending eight days in jail because of his activities. His record also shows that Bill has strong political leanings toward communism. Upon questioning, Bill admitted his association with violent factions but assured the principal that he was ready to settle down and that he would not lie to students if asked about his beliefs. The principal contends that the school cannot afford to subject its students to a Communist. Bill maintains that his qualifications are good and that he should be considered for the position.

The Problem

Which candidate should the board select to fill the teaching position in the high school history department?

GRADE LEVELS: 10-12

OUTCOMES: II B,C
III B
IV C

If activity and instructions are read without script handed out I A

Decision Making

WHAT DECISION IS BEST?

Purposes:

1. To provide students opportunity to organize and analyze information and viewpoints
2. To provide students opportunity to ask and answer questions
3. To provide students opportunity to recognize differing views and feelings

Directions: This activity may be handled in many ways; e.g., reading aloud in class, asking students to make and justify a decision at certain points along the way, and eventually, making the final decision.

To the Student:

The story that follows is about a mythical Senator facing a major decision. Your task is to imagine yourself in his place, having to decide the issue he must resolve. How would you vote if you were in his place? Throughout the story you will have opportunities to make up your mind on the basis of what you learned about the issue to that point. You may find that your opinion shifts as you continue through the story. You may change your mind as often as you wish until the end of the story. Then, you must finally choose, and there can be no turning back. Your decision must be explained.

The Story:

"What? I'm sorry, dear. I didn't hear what you said." Senator Richard Williams apologized as he became aware that his wife was speaking to him. "Excuse me; what were you saying?"

"I said: How do you intend to vote on the Diego Resolution? I assume that's what is on your mind; that's why you rolled and tossed about in bed all night, mumbling in your sleep."

"I really don't know," he replied. "The situation in Ersatz seems certain to get worse before it improves. The Ersatz government acts as though it's paralyzed; it has lost control of the capital city. In the meantime, the revolutionaries continue to kidnap Americans and other foreigners and to hold them as hostages. I am afraid that many of the hostages will be killed unless the Ersatz government gives in to the rebels of the government. We have helped that corrupt government so long that it expects us to come to the rescue in every one of its crises--but at least we can work with it. If the revolutionaries win, they'll probably seek friendly ties with the Soviet Union or China; Americans will be driven out, and American-owned properties in Ersatz will be taken by the revolutionaries with no compensation to the American companies."

Senator Williams got up from his chair and turned on the morning television news in time to hear the news announcer say: "...... But the President believes that if the Senate passes the Diego Resolution, it will give him the freedom he needs to deal with the current uprising in Ersatz.

"Very simply, the Diego Resolution asks the Senate to endorse the President's plan to move a Navy task force to a position ten miles off the shore of Erstaz in order that it will be available if needed. The resolution does not say specifically what the Navy will do after it is there, only that it would be 'ready to take whatever actions are necessary to protect American lives.' Some sources believe that the Navy is already on its way to Ersatz. It is unclear this morning how the vote scheduled for 12 noon will be decided.

"Many in the Senate fear that if they approve the resolution, the President will take that as a green light to invade Ersatz, and the United States may find itself involved in a local war that might continue for months or even years. They remember a number of years ago when President Lyndon Johnson interpreted the Tonkin Resolution as a vote in support of policies to widen the war in Vietnam. These senators are cautious about giving such a blanket endorsement again, because they feel the President abused the power and made many decisions that should have been decided by Congress. These senators also argue that there are many measures the American government can take to insure the safety of Americans in Eratz without giving the President the power called for in the Diego Resolution. On the other hand, Senators favoring the resolution argue that the President needs a vote of support to strengthen his hand in dealing with a very delicate problem: Communist takeover of Ersatz without invading the country."

"Sounds like a real thriller, doesn't it?" said Senator Williams sarcastically as he pulled on his coat and opened the door. "Stay tuned to that station and learn Senator Williams's choice! Well, it's likely to be a hard day. I'll be home for dinner."

As he drove to his office, Senator Williams listened to the latest news from Ersatz on his car radio......."Five more Americans had been kidnapped, making a total of fifty-three Americans who had been taken from their cars, from their homes, and in a few cases right out of their offices. Thus far, only men had been captured, leaving behind terror-stricken wives and children. Air Force General George Patrick had been quoted as having recommended dropping paratroopers into Ersatz to rescue the Americans, followed by helicopters to airlift all the Americans out. The Department of Defense denied any such plan...... Meanwhile, the Soviet Union said that it was studying the situation very carefully. Russian diplomats warned that the problem would become very serious if the United States intervened in Ersatz in any way."

"It's not getting any better," Senator Williams thought. "The revolutionaries seem to be moving about the city at random with little opposition from the Ersatz police or government troops. Within a few hours the government may fall. Some, maybe many, Americans will be killed. But what will the President do if we pass the Diego Resolution and give him a blank check to use the Navy as he thinks best? If he invades, the rebels will probably kill those Americans being held hostage. We might even have to keep forces there to support the

(continued)

present government. What would the Soviet Union and China do if we took such action? What would other Latin American nations do if we were to invade one of their neighbors? Has the President tried all possible channels of communication between American diplomats and the rebel leaders? Don't we have any allies who might try to negotiate in our behalf so that force wouldn't be necessary?

> ON THE BASIS OF WHAT YOU KNOW NOW, HOW WOULD YOU VOTE -- FOR OR AGAINST THE DIEGO RESOLUTION?
>
> WHY?

As he slipped through the side door of his office, Senator Williams was met by his secretary. "Hi, boss. Glad you're here. The office is a madhouse. People are stacked up in the outer office waiting to see you, and the telephone is ringing constantly. I think everyone in the nation wants to tell you how to vote or be the first to learn what you are going to do."

"How do people want me to vote?" Senator Williams asked.

"I would estimate that opinion is about two-to-one in favor of your voting for the Diego Resolution and supporting the President. But it is sometimes hard to tell. For example, you received a long telegram from the faculty of Sinclair College urging you to vote in such a way that 1) no American lives will be lost, 2) there will be no risk of war, 3) American honor will be preserved, and 4) the President is supported. I'll let you figure out how they want you to vote."

"I wish I had a choice like that. What I fear is that if we don't act, someone will be killed; but I'm also afraid that if we do intervene even more people might die. And would American honor be enhanced or tarnished if we sent an invasion force into such a small defenseless nation? Who is waiting to see me?"

"About twenty reporters and one televsion crew."

"Tell them I will have no statement to make until after I vote. Who else is waiting?"

"Probably fifteen other people, including Mrs. Fletcher, whose husband is one of the hostages in Ersatz, and Joe Flynn, a representative from Allied Electrical Corporation. As you know, Mr. Flynn's company not only contributed heavily to your last campaign but also owns considerable property in Ersatz. Incidentally, Mark Jones, the editor of the Globe in your hometown, wants you to call."

For the next two hours Senator Williams met with fourteen people and placed or received eight telephone calls. The most difficult interview was with Mrs. Fletcher, who began to weep as soon as she entered the office, pleading with the Senator not to support the Diego Resolution for fear that her husband would be murdered. She urged a policy which would give the revolutionaries what they wanted if they would free the hostages. Joe Flynn, on the other hand, argued that the Senator should back the President and vote for the Diego Resolution. He pointed out that the fifty-three captured Americans were in serious danger regardless of what action was taken. No one could predict what the rebels might do. What was certain was the property in Ersatz owned by Americans would be taken over by the new government if the revolutionaries won.

Between interviews Senator Williams called Mark Jones. The GLOBE editor wanted to know how the Senator intended to vote so that the paper could carry the story on the front page that evening. Editor Jones also expressed his own opinion that the most important factor to consider was that the United States should take a firm stand and make it clear that it would not stand by quietly when its citizens were threatened.

> ON THE BASIS OF WHAT YOU KNOW NOW, HOW WOULD YOU VOTE -- FOR OR AGAINST THE DIEGO RESOLUTION?
>
> WHY?

As his last visitor was leaving, Senator Williams's secretary rushed into the office and said: "The President is calling. He's holding on line nine."

Senator Williams picked up the phone, punched line nine, and said: "Good morning, Mr. President."

"Hi, Dick. Sorry to bother you. I know you're very busy. But I thought I'd like to call before you went over to the Senate. Can I count on your vote today?"

"I really don't know, Mr. President. I think it is a very messy situation. I'd like to support you, but I am not sure that the Diego Resolution is good for you or the country. The present government of Ersatz lacks strong popular support. I despise the rebels' terrorist tactics, but I'm not sure the United States should intervene in just that way."

"Look, Dick, I need your vote. It's going to be close. Let me give you some information that hasn't been made public. We think we have found where the revolutionaries are holding the American hostages. It's in the countryside, a few miles outside the capital city. Ersatz government troops cannot free them because the revolutionaries would surely have advance warning of the attack hours before it came off. However, I think we have a good chance of dropping our own paratroopers in at night, freeing the hostages, and capturing the revolutionary leaders before they know what hit them.

"It's risky, but doing nothing is risky, too. We have a message from the rebels that starting today they will execute one American every six hours until the government agrees to free all of the political prisoners it is holding and enters into negotiations with them.

"Dick, I need your vote. You'll have to trust me in this matter. A lot of people are depending upon us to do the right thing. Incidentally, drop by the White House at 5:00 p.m., and I'll fill you in on the plans to free those Americans. I'll see you later."

"Goodbye." Senator Williams returned the telephone to its stand.

> ON THE BASIS OF WHAT YOU KNOW NOW, HOW WOULD YOU VOTE -- FOR OR AGAINST THE DIEGO RESOLUTION?
>
> WHY?

(continued)

Roll call had already begun when Senator Williams left his office to walk to the Senate. Just before leaving, he had a call from the Senate majority leader (his own party leader) urging him to support the President. In the view of the majority leader, the Diego Resolution would become an important political issue. In his view most Americans favored taking some action to save the hostages. A political party that seemed to lack the courage to act would risk losing a lot of votes in the next election. Moreover, if Williams wanted any help from the President on any of his own projects, he should plan to support the President today.

As Senator Williams strode toward the Senate chamber, he was met in the hallway by one of his assistants.

"It looks close, Senator. I think your vote will tip the balance. Incidentally, I just heard on the radio that one of the hostages, a guy named Fletcher, was found. He had been murdered."

Senator Williams entered the Senate just in time to hear the Clerk call his name.

"Senator Williams: Do you vote aye or nay on the resolution before the Senate?"

HOW WOULD YOU VOTE?

WHY?

GRADE LEVELS: 10-12
OUTCOMES: All, especially
I A,B,C
II D
IV A,B,C,D

Group Discussion/Organization

WHERE ARE WE GOING?

Purposes:

1. To help students to identify progress of group in reaching its goal
2. To help students to guide a group's progress
3. To help students to recognize the feelings of others in a group

Materials: Mimeographed role definitions and suggested "scenarios" for each student to play in role; observer comment forms

Directions: Construct a group discussion situation in which students need to arrive at a solution: raising funds for a club, planning a banquet, formulating a position in a school issue such as newspaper editorial policy, student-faculty representation policy, learning about business in the community (e.g., in 1981, Calvert Elementary students conducted a business: they signed a loan note at Union Bank, provided collateral, and did all the work required to design, produce, and market a product; an elementary group could find a similar project). Assign specific roles to each of the discussants. Design all roles, save one, so participants will have a tendency to wander away from the main goal. Allow observers to comment on group interaction and to note progress toward reaching the goal.

Follow Up: Discuss:

What did the goal-oriented student do to try to keep the group on task? What else could have been done?

How did the others respond to this student's efforts?

How did this student modify attempts based on feedback from the group?

Under what conditions should a group member (not the designated leader) directly try to influence the course of the group's interaction?

What are some guidelines for effectively redirecting group progress and process?

GRADE LEVELS: 10-12

OUTCOMES: I A,B,C,D
II B,D
IV C,D

Interpersonal Communication:
Perception

THE LABEL EXERCISE

Purposes:

1. To provide students opportunity to select, organize, and use verbal and nonverbal strategies
2. To provide students opportunity to respond to and evaluate verbal and nonverbal behavior
3. To provide students opportunity to listen to and evaluate messages

Directions:

Tell students they will discuss a social issue (e.g., how Lincoln can be improved as a social spot) for ten minutes.

During the discussion each will have a piece of instruction on his/her forehead for the other members to follow. No one should ask anyone else what his/her label says. Simply move into the discussion topic and act accordingly.

Sample labels:

Compliment me!
I'm always right.

Draw me out --
My ideas are worthwhile.

I don't really know
what I'm saying.

Ignore me --
I'm not very bright.

I'm too old --
Do my ideas matter?

I may not act it, but
I'm very analytical.

At the end of ten minutes, each group member will convey to the group how he/she felt the others were acting toward him/her. After impressions are checked, the person may peel off the label and see what it says.

Discuss:

How might this experience apply to the classroom? To our social lives? To our career lives?

What kinds of communication took place: Nonverbal? Word usage? Behavior changes?

How do we "read" communication acts?

Concepts may include stereotyping, prejudice, communication barriers.

Suggestions:

Consider each student giving a label opposite to the student's real character. Advise students to use nonverbal language.

GRADE LEVELS: 10-12
OUTCOMES: I C
II D
III D,G
IV A,C,D

Nonverbal Communication

AN EXERCISE IN NONVERBAL BEHAVIOR

Purposes:

1. To help students use appropriate nonverbal signs
2. To help students use voice effectively
3. To help students ask questions and analyze answers

Directions:

To the Student:

This is an exercise to be conducted outside of class. Individuals will work in small groups. It is designed to see how various nonverbal behaviors affect the behaviors of others.

Groups can participate together or in pairs. Some parts of the exercise may work better for pairs, others better for groups. Members should alternate being the experimenter and the observer.

Decide on strategies and procedures to be used before attempting to do any part of the assignment (i.e., what specific behaviors to perform, where to go to perform the behaviors, when to go, how to perform the experiment, how and where to observe the experiment, etc.).

Each person in the group should serve as both observer and experimenter, maintaining conditions as constant as possible.

When reporting to the class, include:

1. what experiment you performed
2. what reactions you received
3. how reactions differed from experimenter to experimenter
4. what different reactions were received by the different sexes
5. what cues were used to experiment
6. what improvements or changes you would recommend in the experiment
7. BE SURE TO COMPARE YOUR RESULTS WITH WHAT WE KNOW WE SHOULD EXPECT FROM CLASS DISCUSSIONS AND THE TEXT.

Specific Instructions:

Group I -- Observe and violate proxemic norms.* For example,

1. Observe the most frequent seating pattern of pairs in a restaurant, bar, or library for same-sex or mixed-sex partners.
2. Measure the distance that peers initially maintain from you in a standing conversation.
3. Observe the distance that strangers maintain when approached (sex, race, age, or status differences can be observed).
4. Measure (or estimate) the distance that students maintain from a faculty member.
5. Observe the seating pattern in a bus or restaurant, and the order in which seats fill.
6. Observe differences in conversational distance for two different age, status, or ethnic groups.
7. Observe "territorial markers" (barriers and so on) in a restaurant, library, dorm room, or office.
8. Sit directly next to a person at an empty table in the library or restaurant (or in the seat next to a person in an empty theater or bus).
9. Face the people in an elevator (rather than the elevator door).
10. Stand closer than normal to a person in an empty elevator.
11. Take someone else's chair in a restaurant or library.
12. Follow too closely behind persons walking in a building or on the street.
13. Invade the space of the same person (a stranger) for several successive days in a class.
14. Sit too close to strangers in a specific environment.
15. Maintain a greater distance than normal from a close friend for several days.

Group II -- Test whether or not clothes do make a difference.

Alter your clothing and/or appearance and attempt to make a purchase. For example, dress up and attempt to purchase new clothes or jewelry, then have a person shabbily dressed attempt to make the same purchase. Another alternative might be to compare reactions by wearing blue jeans one time and a suit a second time. Another alternative might be for a female with excessive make-up to make a purchase.

Don't forget to observe such norms first, then test the results of what you observe.

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* Proxemics deal with the distance which separates people. Usually closeness is associated with intimate or close relationships -- the greater the distance, the less familiar are the people in their relationship.

Group III -- Observe and violate kinesic norms.

Begin by observing the norms of such things as eye gaze and staring, smiling/non-smiling behavior, direct eye contact and averted eye contact, walking mannerisms, sitting positions. Be sure to note the differences in ethnic and white norms, as well as the differences between female and male norms.

When violating norms, do such things as stare longer than normal at people, avoid smiling in a normal smiling situation, avert eye contact with a close friend, alter walking and sitting mannerisms to conform to those of the opposite sex, etc.

Group IV -- Observe and violate touching behaviors.

Begin by observing the norms for who can touch, when, situations when touching is permitted, male and female touching habits, etc. In violating touch norms, touch when it is not expected and do not touch when it is expected. React excessively to an expected touch, etc.

n all cases, those items listed are meant to be "jumping-off spots." Use your maginations and the information you learn from observing the norms to violate norm and then observe how people react.

eneral Evaluative Criteria:

1. Organization clarity. Is the presentation arranged to convey some message?
2. Does the presentation provide the necessary information for the audience to understand?
3. Is the presentation free from noise and distractions?
4. Is the presentation in an extemporaneous style?
5. Does the speaker appear to have confidence in what is being said, and show adequate preparation?
6. Does the presentation conform to the time limits (ten minutes maximum)?

GRADE LEVELS: 10-12

OUTCOMES: All, especially

I A,B,C,D
III A,C,G
IV A,B,D

Nonverbal Communication: Multicultural

HI! BONJOUR! ADIOS!

Purpose: To expose students to nonverbal behavior commonly used by ethnic groups or in other countries

Materials: Available print and non-print sources for students to consult on cultural variations of nonverbal communication

Directions: Assign small groups of students to projects for finding the verbal and nonverbal ways of greeting, leave-taking, expressing concern, etc., of ethnic or cultural groups not their own. After research, they can make a presentation to the class which should include: the purpose of the nonverbal behavior for its users, an actual demonstration role played with an appropriate context, discussion of the messages conveyed, and discussion of the relationship of the behavior observed to the values held by the people of the group or culture represented.

Follow Up: Discuss:

In what ways are patterns of interaction influenced by our upbringing in a certain culture or group?

How can we determine when nonverbal behavior is appropriate for the users, receivers, and situation?

Why is it important to know a variety of nonverbal response styles for people of cultures not our own?

GRADE LEVELS: 10-12
OUTCOMES: All, especially
II B,C,D
III A,B,C

Persuasion

PERSUASION EXERCISE

urposes:

1. To help students to construct arguments and support them them with specific details
2. To help students to analyze audience in order to influence their attitudes on a controversial topic

aterials: Library

irections: Direct students to research a controversial topic and prepare and deliver an argumentative speech. The speech should be between five to seven minutes in length, argumentative in nature, and contain a clear thesis statement with a minimum of two supporting arguments. Provide prior instruction in appropriate areas: organizational techniques, use of supporting material, development of thesis, audience analysis, issue analysis, and presentational techniques. This is a difficult synthesis-level assignment and should probably not be used early in the semester of a beginning course.

llow Up: The speeches should receive self, peer, and teacher evaluation. Much of the evaluation, for this activity, should center on the content and organization of the speech.

1. Central idea/thesis clear?
2. Major arguments clear?
3. Reasoning clear and adapted to audience?
4. Organizational format appropriate and clear?
5. Supporting material sufficient and appropriate?

(A) S/90

GRADE LEVELS: 11-12
OUTCOMES: IV A,B,C,D
Interpersonal Communication

AN EXERCISE IN THE EXPRESSION OF FEELING AND ACTION

Purposes:

1. To help students develop a repertoire of words, phrases, and behavioral and experiential statements to describe their emotional states
2. To help students identify others' emotional states

Directions:

Motivate by introductory remarks and discussion. Conduct a small group activity, e.g., a conflict resolution activity from this guide. Discuss it.

Follow Up:

List the four ways of expressing feelings: single word, phrase, experiential statement, behavioral statement.

Define experiential.

Define repertoire.

Express a given emotion in a single word, a phrase, an experiential statement, a behavioral statement.

Identify experiential statements which express feelings.

Identify behavioral statements which reveal feelings.

Explain that it is desirable to have a wide repertoire of words, phrases, and statements for expressing feelings (and why).

Explain that we encode feelings differently depending on our receivers.

Explain that we encode feelings differently depending on environment where the communication event takes place.

Explain that we encode feelings differently depending on the situation.

Explain that nonverbal communication can augment or contradict or even replace the verbal expression of feelings.

Explain that we evaluate the success or failure of the message (expression of feelings) in terms of the receivee's verbal/nonverbal response.

RESOURCES

TOPIC	PAGES
Background Information	R/3 - R/26
Communication Competence: Features	R/19, R/20
Communication Functions: Categories	R/21
Communication Functions: Explanatory Notes	R/6
Conflict Resolution: Explanatory Notes	R/5
Conflict Resolution: Guidelines	R/17, R/18
Consensus-Seeking Games	R/16
Creative Dramatics/Improvision: Explanatory Notes	R/7
Decision-Making: Group and Individual Responsibilities	R/14
Decision-Making: Student Observation/Evaluations	R/15
Discussion Groups: Improving the Communication Process	R/12
Discussion Groups: Some Characteristics of Desirable Contributions	R/13
Groups: Rules for Conversation	R/11
Groups: Suggestions for Members	R/9, R/10
Icebreakers: Explanatory Notes	R/5
Interpersonal Communication: Explanatory Notes	R/7
Interpersonal Communication: Predictions	R/22
Linguistic Competence/Communication Competence: Explanatory Notes	R/6
Listening: Why Schools Teach It	R/26
Oral Interpretation: Explanatory Notes	R/7, R/8
Oral Interpretation: Suggestions Selections/Authors	R/24
Oral Interpretation of Poetry: Suggestions	R/25
Life Applications	R/27 - R/46
Print and Non-Print Media	R/47 - R/66

BACKGROUND INFORMATION

This section includes explanations, definitions, rationale and suggestions for teachers and students in utilizing communication techniques in the classroom. Many are suitable for student handouts.

EXPLANATORY NOTES

The following definitions/explanations are included so that teachers are familiar with concepts involved in communication skills as well as with headings (organizers) utilized in the activities in this guide.

A. ICEBREAKERS

Some activities in the preceding section are examples of those used to create an open classroom climate where communication is encouraged and thrives. Students are not accustomed to using oral skills in the classroom, other than when called upon. Some students seem hesitant to speak even when called upon. Activities which are labeled "Icebreakers" (as well as other activities with different labels) are designed to promote oral use of language and directed interaction with others. Icebreakers can be used at various times: both at the beginning of the semester and at various times throughout the year. Most can be adapted for all grade levels, even though they may be labeled as "activities" for specific grades.

Feel free to creatively adapt all of the activities in the guide. The classroom teacher is the expert concerning the students in his/her classroom; that teacher, therefore, is the only one who can determine the developmental and capability level of his/her students.

B. CONFLICT RESOLUTION

Group decision-making involves problem-solving, cooperation, socializing, getting/keeping on the task, and conflict/conflict resolution. Sometimes the activities suggested in the guide include conflict situations just to determine how well the group can work through/around the conflict. When there are numerous views to be presented and the directions call for group consensus to be reached, conflict is inherent in the activity.

People often hide their feelings because they are afraid that controversy will destroy the group and that their personal status in the group will be jeopardized. The tensions which controversy can build will ultimately help each person become personally committed to the decisions made within the group. David Johnson says that "A basic rule for any effective decision-making group is to make sure that feelings are expressed and controversies are encouraged." (page 80, JOINING TOGETHER)

While the consensus method of decision-making takes a great deal of time and requires a high level of member skill, it produces creative, high-quality decisions which use the resources, suggestions and commitment of all group members.

C. LINGUISTIC COMPETENCE/COMMUNICATION COMPETENCE

Linguists use the term "linguistic competence" to refer to a person's knowledge of language. We are all aware of the fact that the statement, "He's a creep!" is a grammatical and meaningful sentence, but "Creep, the boy!" is neither grammatical nor meaningful. "Communication competence" takes a most important second step; it refers to a person's knowledge of how to use language appropriately in all kinds of communication situations. When we discuss "communication competence" we take into consideration the appropriateness of "He's a creep!" in various communication situations. That statement is generally spoken only when one is with trusted friends and is not usually uttered for anyone who happens to be around to hear.

When people work to develop communication competence, they are concerned with "putting language to work" for them in the following ways:

1. enlarging their repertoire of communication acts;
2. selecting criteria for making choices from the repertoire;
3. implementing the communication acts chosen; and
4. evaluating the effectiveness of communication employed.

(Source: Wood, Barbara Sundene, Editor, DEVELOPMENT OF FUNCTIONAL COMMUNICATION COMPETENCIES, PRE-K--GRADE 6, ERIC/SCA TRIP Booklet, page 5)

The four means of developing communication competence are explained in this section.

D. COMMUNICATION FUNCTIONS

The categories of communication acts or purposes which comprise the dominant uses of communication in contemporary life are known as "Communication Functions." An explanation of the phrase and of each of the five expectations which normally occur in communication situations may be found in this section.

E. INTERPERSONAL COMMUNICATION

Because the majority of our interactions in life are with other people, a communication skills program must deal with the communication which takes place between and among persons. People initiate, develop, maintain and sometimes curtail relationships. If relationships are to be fulfilling, certain basic skills are necessary. David Johnson (REACHING OUT, page 3) lists four areas of interpersonal skills:

1. knowing and trusting each other,
2. accurately and unambiguously understanding each other,
3. influencing and helping each other, and
4. constructively resolving problems and conflicts in relationships.

The purpose of the Lincoln Public Schools TARGET: COMMUNICATION SKILLS program is not to create public speakers, but rather, to help students gain necessary skills for coping with the needs of everyday life. Much of the emphasis in the activities suggested for classroom teaching-learning, are, therefore, categorized as "interpersonal communication" skills rather than "skills for the public speaker." The activities are meant to simulate the kinds of experiences in the world outside the classroom with which each of us must deal.

F. CREATIVE DRAMATICS/IMPROVISATION

Creative dramatics and improvisation techniques allow people to become more creative, and to allow them to become aware of other people's views, actions, and philosophies. Each helps people to become better observers of the people and the world around them. Spontaneity and creativity are encouraged because teacher and students "make up" stories and situations as they go along. These activities generally should not be evaluated, but rather used as a means of providing opportunities for students to create, enact, and express themselves verbally and nonverbally. Begin with simple ideas and gradually move up.

G. ORAL INTERPRETATION

Some of the activities included in this guide provide for teachers and students to "read aloud" an original work of students or a piece of literature studied in the classroom. There is a definite difference between "reading aloud" and "interpretation," or "oral interpretation." Reading aloud does not necessitate the communication of an author's message to an audience, while interpretation does. When interpreting material, one uses the voice and body to share an author's thoughts and feelings. As one reads, she/he must bring the words to life. The reader must relive the experience described by the author, re-create the mood, experience the emotion, and feel the attitude. Generally, interpretation is slower than conversation because the thoughts of literature often require more time for communication in order to present the subtleties of thought and attitudes.

Speech is punctuated with pauses just as commas, periods, and semicolons punctuate writing. Emphasis is given to an author's most important thoughts in order to lift them above the others. Variety is provided by pitch, inflection, force, and voice quality. Oral interpretation means that a reader brings words to life by making the situation and feelings of the literature come to life for both the reader and the audience.

Specific hints about using oral interpretation may be found on pages R/7, R/8, R/24, and R/25 of this section.

GROUP MEMBERS: SUGGESTIONS

Effective participation in discussion involves more than just talking. To implement reflective-thinking processes and demonstrate interpersonal flexibility in discussion, one must do certain things in specific ways at appropriate times. That is, there are times for assertions and times for questions; times for facts and times for personal experiences or opinions; times to probe, criticize, disagree, give support, or explain. You will improve your participation in discussions when you follow these suggestions.

1. Listen critically and thoughtfully to others. Seek the other person's point of view; probe for new information and opinion. Don't accept unsupported generalizations. Remember: use your critical faculties when listening.
2. Be sure you know the goal of the discussion at the start. Don't let the discussion get too far along without knowing the goal or goals of the group. Ask for definitions of terms, basic issues of the problem, and important background material. Remember: if you don't know where you are going, you may never get there.
3. Speak your mind freely. Discussion is based on the exchange of ideas. No one else has your specific background of knowledge and experience. You help by sharing your ideas. Remember: you have a responsibility besides that of listening.
4. Strike while the iron is hot. Don't wait to speak until you are called on. You may forget your point or miss the best time to present it. Besides, the moderator may not know your name. Remember: if you wait too long, the point may be lost.
5. Let the other fellow talk too. Don't speak for more than a minute or two at a time. Make your point in as few words as possible. Remember: it makes little difference who carries the ball as long as it's carried.
6. Don't let the discussion get away from you. If you do not understand, say so tactfully. Ask questions until you do understand. Other members of the group may also feel that a point is unclear and be grateful for your initiative. Remember: you cannot make wise decisions later if they are based on misunderstanding.
7. Don't fight over the ownership of ideas. Once you have given an idea to the group, let it become the group's property. Don't feel that you must defend it just because it was yours. Remember: the aim of discussion is to explore ideas, not to win your point.
8. Indulge in friendly disagreement. When you disagree with a point that is made, say so, and tell why. But do it in a friendly way. It is not necessary to "clobber" the individual and his ideas. Remember: raw emotion always hinders sound thinking.

9. Stay on the beam. Since digressions usually hinder progress, keep your remarks relevant. Show how your points are related to the discussion. Don't repeat what has already been covered. Remember: you should not ride personal hobbies in discussion.

10. Try to maintain an open mind. Discussion is not debate. You do not have to commit yourself irrevocably to a case or idea. Seek facts and the factual basis for opinions. Try to be unprejudiced and objective. Remember: the other side is also based upon facts and logic.

11. Come to the discussion prepared to participate. Before the discussion, think through the issues involved in a topic. Consider what facts may be needed. Study the topic. Make a list of questions you would like to have answered. Remember: advance preparation is a necessary condition for successful discussion.

12. Try to make the discussion a pleasant experience for all. Don't take yourself too seriously in discussion. Try to get some fun out of it and make it pleasant for others too. A laugh or pointed joke can dispel glumness, hostility, and boredom. Remember: a smile may do more to further the discussion than your best argument.

13. Help others to participate. There may be some in the group who would like to participate but are too timid. Help the leader draw them out. Their knowledge and opinions are important. Call them by name, refer questions to them, or point out the need for hearing from everyone. Remember: the resources in a discussion group cannot be used unless they are tapped.

14. Chart the progress of the discussion. Ask for occasional summaries or give them yourself. Call attention to the group goals and the progress made toward those goals. Point out the ground yet to be covered. Remember: the capable mariner frequently checks to see where he is.

15. Avoid interrupting the progress of the discussion. Try to do only those things that expedite--not block--the discussion. Avoid loud and lengthy side conversations with your neighbors, withdrawing from the discussion, excessive action, dogmatic statements, or annoying physical activities. Remember: you should be a booster, not a blocker.

16. Keep the communication channels open. Be sure you listen to what is being said. Don't direct your remarks only to the chairperson or a few members; include the entire group. Try to make your language clear and clarify unclear points. Remember: in discussion you should beam the message so that your meaning is interpreted as you meant it to be.

GROUPS: RULES FOR CONVERSATION

DO'S and DON'TS

1. Always speak for yourself, never for someone else. Say, "I think ..." not "we," "he," "she," "they," "some people think ..."

2. When speaking of someone in the group, always speak directly to him. Instead of "John over there ..." say, "You, John ..."

3. Do not ask questions. Questions are often disguised statements. Make statements outright. For example, instead of, "Who cares?" you might say, "I feel that no one cares." Also, questions shift the emphasis from yourself to another person. Keep the emphasis on yourself. Never ask a question. Just say what you think and how you feel.

4. Speak in the present tense. Feelings are sometimes lost by being expressed in the past tense. Do not say "I thought" or "I felt" but rather, "I think" or "I feel." This will make you more aware of your own feelings and better able to communicate your ideas to others.

5. Do not use statements that are "cop-outs." If you examine your everyday speech patterns, you may discover some phrases that you use to avoid seeing or expressing your own feelings and thoughts. Here are some common examples: "I don't know." (Really means: I don't want to know.)
   "Don't ask me." (Really means: You'll be mad if I tell you.)
   "I can't." (Really means: I don't want to.)
   "That's the way it is." (Really means: I won't do anything about it.)
   "What can I say?" (Really means: Stop picking on me.)

The groups should discuss these rules as much as seems necessary to come to a full understanding of their implications. If you have any comments, bring them before the group now.

Keep these rules handy. If may be necessary to remind yourself or one another of them. Although the rules may seem troublesome at the moment, they are the result of much experience with groups and discussions and they really do help the group to function effectively.

In addition, some helpful hints:

1. Address each discussion member by name.
2. Know what you want to say, before you blurt it out.
3. Don't take offense when someone in the discussion disagrees with you; after all, the purpose of your activity is to discuss an issue, and come up with a good solution.

-- Springfield Schools
Curriculum Guide
Vicki Mogle, editor

R/11

DISCUSSION GROUPS: IMPROVING THE COMMUNICATION PROCESS

BEFORE THE DISCUSSION

1. Prepare Your Information
    - a. Organize according to some pattern (example: chronological, cause-effect, comparison)
    - b. Provide necessary visual aids or handouts
    - c. Plan to perform functions. Having some specific functions in mind to perform allows you to concentrate on and be alert to communication problems. For example, deciding ahead of time that you will help the group get and give better feedback ensures improvement in this direction instead of leaving communication improvement to chance.
2. Prepare to Meet Potential Communication Problems
    - a. What are the group's communication needs?
    - b. What have I done to meet those needs?
    - c. What can I do now?
    - d. What can I train myself to do or do better?

DURING THE DISCUSSION

1. Assess Relevance and Relatedness
    - a. Ask how the contribution fits.
    - b. Use the hook-on technique. (Hooking-on consists simply of prefacing a contribution with a reference to a contribution that has gone before.)
    - c. Give one point at a time.
2. Create Clarity
    - a. Speak naturally.
    - b. Use simple, concrete words.
    - c. State the point.
    - d. Techniques for creating clarity
        - (1) Seek the purpose (What goals does the speaker seek to accomplish?)
        - (2) Seek the pattern (must continually organize during discussion)
        - (3) Seek the other person's meaning
        - (4) Rephrase (Wise to rephrase most central contributions)
        - (5) Watch for the loaded word
3. Promote Openness and Permissiveness
    - a. Concentrate on content (rather than motives).
    - b. Criticize your own ideas.
    - c. Criticize specifically.
    - d. Avoid unnecessary evaluation.
    - e. Praise generously.
    - f. Listen empathically.
4. Communicate Totally (Become aware of inappropriate nonverbal communication.)

-- Adapted from GROUP DISCUSSION,
THEORY AND TECHNIQUE, Second Edition,
Harnack, Fest, Jones, 1977

R/12

DISCUSSION GROUPS: SOME CHARACTERISTICS OF DESIRABLE CONTRIBUTIONS

Relevance:	Relevance does not necessarily mean that a contribution must be "on the topic"; it does mean that a contribution must be centered on significant task or personal needs.
Relatedness:	Contributions should be related to the comments that have just preceded it or what is likely to follow. One good way to establish relatedness is to introduce your comment like this: "I'd like to go back to the point John made and add some evidence."
Good Timing:	This is difficult to meet for two reasons: (1) discussant might not be able to get the floor when it is timely; (2) individuals differ in their speed of comprehension and capacity for leaping to conclusions.
Sufficient Length:	Contribution should be long enough to make its point.
Clarity:	Meanings are in people rather than in words. Never assume understanding.
Informativeness:	The basis of effective discussion should be a genuine attempt to clarify and share meaning.
Openness to Evaluation:	An effective contribution indicates to the hearers how the contribution may be evaluated and suggests the willingness of the contributor to have that evaluation made.
Provocativeness:	Contributions should provoke further thought and feedforward communications.

SUGGESTED EXERCISES:

Plan and carry out a simple experiment to permit observation of the effects of evaluation and description in two or more discussion groups. For example, it might be possible for a team of three or four individuals to work together in such a manner that two would be members of a social discussion group, with one deliberately refraining from making any evaluative contributions and the other deliberately casting most comments in evaluative terms. Observers (either external, or perhaps as members of the group) could note the effect on other group members, as well as on communication. Obviously, the majority of group members should not know that an experiment or planned observation is in process until the conclusion of the discussion.

Observe the communication process in a group for the purpose of identifying and evaluating feedforward, feedback, and jamming. To what extent are these present? What individuals engage in each type of response? To what degree are the group members aware of such contributions?

-- Adapted from GROUP DISCUSSION,
THEORY AND TECHNIQUE, Second Edition
Harnack, Fest, Jones, 1977.

DECISION-MAKING: GROUP AND INDIVIDUAL RESPONSIBILITIES

1. GROUP RESPONSIBILITIES (Gathering Evidence)
    a. Insight into the problem. The first step is for the group to begin discussing the problem as if it were intending to go all the way through a problem-solving sequence. The purpose of this step is for the group members to begin to see the ramifications of the problem to be solved. Solving the problem is not the goal at this point, trouble spots are earmarked.
    b. Canvass of Available Evidence. Some groups will already possess much of the needed evidence or know where to find it.
    c. Determination of Needed Evidence. As the group moves along with its analysis, gaps where more information is needed should become clear.
    d. Assignment of Individual Research Responsibilities. There are two advantages to making specific research assignments. First, it encourages individual responsibility and commitment to the group objective. Second, it increases the likelihood that the group will have the evidence it needs.
2. INDIVIDUAL RESPONSIBILITIES
    a. General understanding of nature of problem to be solved
    b. Specific research
    c. Assimilating the evidence: research must understand the use of the evidence as well as implications the evidence has for further investigation
    d. Preparing the report

Suggestions for further reading:

Bormann, Ernest G., DISCUSSION AND GROUP METHODS, Second Edition, Chapter 4, New York, Harper and Row, 1975.

Crowell, Laura, DISCUSSION: METHOD OF DEMOCRACY, Chapter 4, Glenview, Illinois, Scott, Foresman, and Company, 1963.

Gouran, Dennis S., DISCUSSION: THE PROCESS OF GROUP DECISION-MAKING, Chapter 5, New York, Harper and Row, 1974.

Gulley, Halbert E., DISCUSSION, CONFERENCE AND GROUP PROCESS, Second Edition, Chapter 5, New York, Holt, Rinehart and Winston, Inc., 1968.

Hovland, Carl I., and Walter Weiss, "The Influence of Source Credibility on Communication Effectiveness," Public Opinion Quarterly, 15 (1951), 635-50, Reprinted in EXPERIMENTS IN PERSUASION, Ralph Rosnow and Edward J. Robinson, Editors, New York, Academic Press, Inc., 1967.

Rokeach, Milton, THE OPEN AND CLOSED MIND, New York, Basic Books, Inc., 1960.

-- Adapted from GROUP DISCUSSION, THEORY AND TECHNIQUE, Second Edition, Harnack, Fest, and Jones, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1977.

DECISION-MAKING: STUDENT OBSERVATION EVALUATIONS

As you participate in the discussion today, try to classify the type of contribution each member is making to the group. Simply mark the appropriate box whenever a member performs one of these tasks.

Group Member						
						Initiates - proposes aims, new ideas, or procedures
						Informs - asks for or gives information
						Clarifies - explains or builds upon ideas
						Summarizes - pulls ideas together
						Tests for consensus - finds out if group is ready to decide or not

You will not be able to classify every remark on this chart. Please list here some other types of remarks you observed.

CONSENSUS-SEEKING GAMES

During the last thirty-five years communication theorists have stressed the importance of consensus in small group communication. Recently, teachers have become interested in the use of games to illustrate the way consensus is reached in small group discussion.

Instructions:

Consensus is a decision process for making full use of available resources and for resolving conflicts creatively. Consensus is difficult to reach, so not every ranking will meet with everyone's complete approval. Complete unanimity is not the goal - it is rarely achieved. But each individual should be able to accept the group rankings on the basis of logic and feasibility. When all group members feel this way, you have reached consensus as defined here, and the judgment may be entered as a group decision. This means, in effect, that a single person can block the group if he/she thinks it necessary; at the same time, he/she should use this option in the best sense of reciprocity. Here are some guidelines to use in achieving consensus:

1. Avoid arguing for your own rankings. Present your position as lucidly and logically as possible, but listen to the other members' reactions and consider them carefully before you press your point.

2. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next-most-acceptable alternative for all parties.

3. Do not change your mind simply to avoid conflict and to reach agreement and harmony. When agreement seems to come quickly and easily, be suspicious. Explore the reasons and be sure everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logically sound foundations.

4. Avoid conflict-reducing techniques such as majority vote, averages, coin-flips and bargaining. When a dissenting member finally agrees, don't feel that he must be rewarded by having his own way on some later point.

5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because with a wide range of information and opinions, there is a greater chance that the group will hit upon more adequate solutions.

Possible activities are included in Stanford and Stanford, LEARNING DISCUSSION THROUGH GAMES, available at PSAB.

CONFLICT RESOLUTION: GUIDELINES

A. ATTRIBUTES THAT HELP RESOLVE CONFLICT:

Clear goals and purposes
Openness in communication
Fair and clear procedures
Acceptance

B. SOME SPECIFIC TECHNIQUES TO RESOLVE CONFLICT

1. Look for and stress common ground.

2. Treat contributions as group property.

3. Treat contributions as hypotheses. If a group can agree that all its ideas are to be considered hypotheses rather than assertions of fact or belief, it can develop a true spirit of inquiry.

4. Restrict communication until points in conflict are thoroughly understood. Allow the supporter of each conflicting position to explain without interruption. Then, permit only three specific kinds of questions: (1) those requesting clarification, (2) those asking for information concerning the uniqueness of the proposal or position, and (3) those asking about means of investigating or verifying the speaker's assumptions or predictions.

5. Compartmentalize the issue in conflict. Break into subpoints and tackle one at a time.

6. Play the devil's advocate. If a viewpoint is being ignored or rejected without a full hearing, take up the cause whether you personally agree with it or not.

7. Try role playing. Ask people who have conflicting viewpoints to role-play each other's position. Being forced to think up arguments for the opposition is one way to increase understanding and empathy and reduce conflict.

8. Tape-record some sessions.

9. Don't let ideas just lie there. Nothing is so deflating as being ignored. Some response, whether verbal or nonverbal is necessary for the group's well-being.

10. Ask questions. Since discussants are inquiring rather than advocating, frontal attacks on ideas should usually be avoided.

11. Use an observer-consultant. This can be an observing group member or an expert.

12. Postpone the item until later.

Reading:

Berne, Eric, GAMES PEOPLE PLAY: THE PSYCHOLOGY OF HUMAN RELATIONSHIPS, New York, Grove Press, Inc., 1964.

Boulding, Kenneth E., "Conflict and Defense: A General Theory," JOURNAL OF CONFLICT RESOLUTION, 6 (1962).

Jandt, Fred E., Editor, CONFLICT RESOLUTION THROUGH COMMUNICATION, New York, Harper and Row, 1973.

Swingle, Paul, THE STRUCTURE OF CONFLICT, New York, Academic Press, Inc., 1970.

Adapted from GROUP DISCUSSION, THEORY AND TECHNIQUE, Second Edition, Harnack, Fest, and Jones, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1977.

COMMUNICATION COMPETENCE: FEATURES

When people work to develop communication competence they are concerned with "putting language to work" for them in the following ways:

(1) enlarging their repertoire of communication acts

(2) selecting criteria for making choices from the repertoire

(3) implementing the communication acts chosen

(4) evaluating the effectiveness of communication employed

Repertoire of Communication Acts

To be effective communicators adolescents must be flexible actors. They must be able to perform a range of communication acts required by the conversation, the people, the setting, and the task at hand. Our repertoire goal is to expand the repertoire of communication acts which adolescents can employ in communication situations.

Selection Criteria

Communication effectiveness is based on the appropriateness of what people say. The competent communicator carefully weighs the factors of the communication situation:

(1) the participants: the people involved in communication

(2) setting: the time and place of the communication event

(3) topic: the subject matter of communication

(4) task: the goal or purpose of communication.

Our selection goal is to provide an opportunity for adolescents to identify and sharpen the criteria they use in choosing communication acts.

Implementing Choices

Once people have made communication choices for a particular situation, they must possess skills to carry their choices into action. If they have decided that a carefully phrased suggestion, coupled with several justifications, is appropriate for a friend who is in a real jam, they must be prepared to execute that communication plan. Our implementation goal is to offer students a variety of situations helpful in giving them practice in implementing their choice or choices of communication acts in situations.

Evaluating Communication

People must evaluate their communication in terms of its appropriateness to the communication context and its satisfaction to themselves and others. Judgments of message effectiveness use feedback from others as well as information from personal experiences. By evaluating each encounter in terms of appropriateness and satisfaction, we gain valuable information (criteria) for future conversations with others. The evaluation goal, then, is to provide opportunities for students to sharpen their critical awareness of self and others in moments of communication interaction ("Did my plan work?" "What would probably happen?" "How did the other person probably feel?").

While communication competence has four principal features--repertoire, selection, implementation, and evaluation--this does not mean that it has four steps in an ordered sequence. All aspects of competence are operative in every moment of communication. Rather, each of these four aspects provides a different focus for viewing the development of the adolescent's communicative competence--that is, each focuses attention, pedagogically, on different kinds of instruction intervention.

COMMUNICATION FUNCTIONS: CATEGORIES

A number of theorists have sorted communication acts into broad categories of acts-sets of communication acts which are basically similar to each other in overall communicative purpose. The term "communication functions" is used to refer to these categories of communication purposes (acts).

Controlling	These are communication acts in which the participants' dominant function is to control behavior: for example, commanding, offering, suggesting, permitting, threatening, warning, prohibiting, contracting, refusing, bargaining, rejecting, acknowledging, justifying, persuading and arguing.
Feeling	These are communication acts which express and respond to feelings and attitudes, such as, exclaiming, expressing a state or an attitude, taunting, commiserating, tale-telling, blaming, disagreeing, and rejecting.
Informing	These are communication acts in which the participants' function is to offer or seek information: for example, stating information, questioning, answering, justifying, naming, pointing out an object, demonstrating, explaining, and acknowledging.
Ritualizing	These are communication acts which serve primarily to maintain social relationships and to facilitate social interaction, such as, greeting, taking leave, participating in verbal games (pat-a-cake), reciting, taking turns in conversation, participating in culturally appropriate speech modes (for example, teasing, shocking, punning, praying, playing the dozens), and demonstrating culturally appropriate amenities.
Imagining	These are communication acts which cast the participants in imaginary situations and include creative behaviors such as role playing, fantasizing, speculating, dramatizing, theorizing, and storytelling.

All communication functions involve both sending and receiving in conversations--a person both initiates and responds according to basic communication functions.

INTERPERSONAL COMMUNICATION

I. People make predictions (assumptions) about effects or outcomes of their communication behavior and choose among strategies based on predictions about how the receiver will respond.

   A. Predictions require knowledge of past events and expectations of future events.

   B. Many predictions are made at a low level of awareness.

II. Three levels of analysis are used in making predictions.

   A. Cultural level predictions are made on the basis of characteristics, beliefs, habits, practices and language shared by a large group of people, usually living in a definable geographic area.

   B. Sociological level predictions are based on characteristics shared by groups (societal) which exhibit behavior and value patterns.

   C. Psychological level predictions are made on the basis of unique characteristics of individuals involved.

III. When predictions are based primarily on a cultural or sociological level of analysis, the communicators are engaging in noninterpersonal communication; when predictions are based primarily on a psychological level of analysis, the communicators are engaging in interpersonal communication.

   A. Interpersonal communication differs from noninterpersonal communication much as stimulus discrimination differs from stimulus generalization.

   B. When both people in an interaction are predicting at the psychological level, they are engaged in an interpersonal relationship.

-- From BETWEEN PEOPLE: A NEW ANALYSIS OF INTERPERSONAL COMMUNICATION, Gerald R. Miller and Mark Steinberg, Chicago, Science Research Associates, Inc., 1975.

ORAL INTERPRETATION: NOTES ON CUTTING

Literature should be studied carefully to understand the author's intent, purpose, attitudes, and message. The atmosphere and total impact of the selection must be analyzed so that the meaning is clear to the reader and the reader's audience. Every cut must be done for a specific purpose and with ample justification.

The key is this: If the adaptation is nearly as good as the literature was in its original form, you have done well.

SPECIFIC RECOMMENDATIONS:

1. The literary unity should be preserved.
2. Cutting on the basis of personal likes must be secondary to the selection's unity.
3. Look for what is potentially meaningful to the audience and take the portions that can be communicated most effectively.
4. Eliminate nonessential portions of the selection, but don't destroy the continuity.
5. Be sure that your "cut" has a climax. Start with the climax and then go back through the material and select passages which lead directly to that climax.
6. After cutting, scan the material carefully to make sure that you have retained the intention, attitudes, and moods of the selection.
7. Remember that once the characters are established vocally or focally, you may omit the "he said" and "she said" lines, and especially may omit those which add how things were said, e.g., "he said, laughingly."

Minor Adjustments Which May Be made:

1. Cut subsidiary plots not directly related to the main plot.
2. Cut minor characters extraneous to the major themes.
3. Cut descriptive passages that do not contribute to the total impact of the selection.
4. Cut repetitions unless they are used to support or reinforce themes.
5. Cut identifiers of who's speaking and transpose them to come before the statement, whenever a new, minor voice/character is introduced. Never let a statement be interrupted by a "she said angrily," or whatever.

ORAL INTERPRETATION: SUGGESTED SELECTIONS/AUTHORS

This is a partial list of authors/selections appropriate for oral interpretation.

GOOD CHOICES

Jane Austen
James Baldwin
Saul Bellow
Stephen Vincent Benet
Hal Borland
Ray Bradbury
Richard Brautigan
Charlotte and Emily Bronte
Dee Brown
Willa Cather - novels and short stories
John Cheever
Joseph Conrad
Charles Dickens
Dostoevsky
Theodore Dreiser
Daphne De Maurier
Loren Eiseley
William Faulkner
F. Scott Fitzgerald
E. M. Forster
John Galsworthy
Graham Greene
Giovanni Guareschi - THE LITTLE WORLD
   OF DON CAMILLO (humor)
Judith Guest, ORDINARY PEOPLE
Thomas Hardy
Nathaniel Hawthorne
Lillian Hellman
Ernest Hemingway
James Herriot
Aldous Huxley
Washington Irving
James Joyce
C. S. Lewis
Sir Thomas Malory
Katherine Mansfield
W. Somerset Maugham
John G. Neihardt, his autobiography,
   ALL IS BUT A BEGINNING
Sean O'Faolain
Eugene O'Neill
George Orwell
Alan Paton
Sylvia Plath
J. D. Salinger
Carl Sandburg
Mari Sandoz
Alexander Solzhenitsyn
John Steinbeck
Dylan Thomas
J. R. R. Tolkien
Mark Twain
John Van Druten
Kurt Vonnegut, Jr.
Evelyn Waugh
Walt Whitman
Tennessee Williams
Thomas Wolfe

GOOD, BUT SOMEWHAT OVERUSED

Shirley Jackson, CHARLES and THE LOTTERY
D. H. Lawrence, THE ROCKING HORSE WINNER
O'Henry, THE GIFT OF THE MAGI
James Thurber, especially, THE SECRET LIFE OF WALTER MITTY and UNIVERSITY DAYS

ORAL INTERPRETATION OF POETRY: SUGGESTIONS

GRADES 7-12

This is a partial list of worthwhile poets or selections appropriate for poetry reading for context. The list is not exhaustive, nor is it intended to be a prescription--rather, it provides some indications as to where one might start in selecting material for the poetry reading.

Richard Aldridge
Alfred Lord Tennyson
W. H. Auden
Gwendolyn Brooks
Elizabeth Browning (not "How Do I
   Love Thee?")
Robert Browning
Lewis Carroll
John Ciardi
E. E. Cummings
Emily Dickinson
John Donne
Michael Drayton
T. S. Eliot (not "Prufrock")
Lawrence Ferlinghetti
Robert Frost (see below)
Oliver Goldsmith
George Gordon, Lord Byron
Oliver Wendell Holmes
Gerard Manley Hopkins
A. E. Housman
Langston Hughes
LeRoi Jones (Imamu Amiri Baraka)
John Keats
William Kloefkorn
Ted Koosier
Stanley Kunitz
Sidney Lanier
Denise Levertov
Robert Lowell
Archibald MacLeish
John Mansfield
Don Marquis
Andrew Marvell
Edgar Lee Masters
Phyllis McGinley
Eve Merriam
Edna St. Vincent Millay
John Milton
Marianne Moore
Wright Morris
John G. Neihardt
John Dos Passos
Sylvia Plath
Ezra Pound
John Crowe Ransom
E. A. Robinson
Theodore Roethke
Christina Rossetti
Muriel Rukeyser
Carl Sandburg
Susan Schatz
Anne Sexton
William Shakespeare
Stephen Spender
Wallace Stevens
Dylan Thomas
John Updike
Walt Whitman
John Carlos Williams
James Wright
William Butler Yeats

GOOD SELECTIONS THAT ARE SOMETIMES OVERDONE:

"Annabelle Lee," Edgar Allen Poe
"The Bells," Edgar Allen Poe
"Birches," Robert Frost
"Casey at the Bat"
"Christ Stepped Down From the Christmas Tree," Ferlinghetti
"The Death of the Hired Man," Robert Frost
"The Lost Fingers," Carl Sandburg
"The Mending Wall," Robert Frost
"My Last Duchess," Browning
"Patterns," Amy Lowell
"The Raven," Edgar Allen Poe
"The Road Not Taken," Robert Frost
"Stopping By Woods On A Snowy Evening," Robert Frost
"War Is Kind," Stephen Crane

LISTENING: WHY SCHOOLS TEACH IT!

We teach listening skills because:

-- we spend a major part of our time listening
-- a great part of our knowledge comes from listening
-- most people don't become effective listeners without instruction
-- listening is the foundation of our language skill and, therefore, of most thought processes
-- listening can be taught successfully
-- listening skill improves skills in other content areas

The factors which affect listening are:

-- physical environment
-- message itself
-- characteristics of listener
-- characteristics of speaker
-- social factors

The skills of listening:

1. Decoding Skills
   -- listener assigns a surface meaning to what he/she sees and hears
   -- recognition of individual sounds, words, and phrases
   -- use of verbal, nonverbal, and situation context clues to determine meaning
   -- comprehension of simple directions
2. Interpreting Skills
   -- listener assigns full meaning to what he/she sees and hears
   -- recognition and recall of details
   -- recall of sequences
   -- ability to make comparisons
   -- recognition of main ideas
   -- organization of ideas into main and subordinate relationships
   -- ability to follow complex directions
   -- ability to make generalizations
   -- determination of cause and effect
   -- prediction of outcomes
   -- recognition of themes
   -- ability to summarize
3. Critical Listening Skills
   -- listener analyzes and evaluates what he/she hears
   -- recognition of bias of the speaker
   -- evaluation of the competence of the speaker
   -- identification of explicit or implied action recommended by the speaker
   -- ability to distinguish between fact and opinion
   -- ability to distinguish between emotional and factual language
   -- ability to evaluate evidence and reasoning
   -- recognition of most common propaganda devices
   -- evaluation of the message as a whole
   -- ability to decide on a response to the message

LIFE APPLICATIONS
OF
COMMUNICATION SKILLS

OCCUPATIONAL
CITIZENSHIP
MAINTENANCE

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TARGET: COMMUNICATION SKILLS APPLICATIONS*

I. Communication Codes This set of skills deals with minimal abilities in speaking and understanding spoken English, and using nonverbal signs (e.g., gestures and facial expressions).

A. LISTEN EFFECTIVELY TO SPOKEN ENGLISH

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Understand instructions given by a teacher.	1. Understand directions given by job supervisor.	1. Understand directions given on TV or radio on procedures necessary to vote.	1. Understand weather bulletins broadcast on radio or TV.
2. Understand directions and suggestions of other students.	2. Understand complaints and needs of customers.	2. Understand directions to a jury from a judge.	2. Understand a doctor's directions to taking prescribed medication.
3. Understand directions given over the public address system.	3. Understand suggestions and questions of fellow workers.	3. Understand directions given by police officers.	3. Understand a plumber's suggestions for preventive household maintenance.
4. Understand the directions of lunchroom, hall or playground monitors.			
5. Understand explanations.			
6. Understand concepts.			

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* This is not a complete list. Only a few examples are provided to illustrate each outcome.

B. USE WORDS, PRONUNCIATION AND GRAMMAR APPROPRIATE FOR SITUATION. Note: "Appropriate" is both a subjective and an objective standard. There are many ways in which students can and do express themselves and respond to others which are appropriate. Teacher discretion is urged. Students need to be sensitive to the demands of individual situations in order to respond in an appropriate way.

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Use appropriate language when responding to and asking questions in class. 2. Use appropriate words, pronunciation and grammar when asking or answering questions in the classroom, and when talking with others throughout the school. 3. Use appropriate words that teachers and other students will know and recognize (which is not so, for example, if a student has an extensive vocabulary which no one understands).	1. Use appropriate language during employment interviews. 2. Use words, pronunciation, and grammar which do not alienate co-workers. 3. Use words understood by co-workers.	1. Use language understood by members of diverse groups at civic meetings. 2. Use inoffensive words when expressing political views. 3. Use language understood by public officials.	1. Describe an ailment so that a doctor can understand the symptoms. 2. Use language understood by a police officer when making a complaint. 3. Use language understood by a banker when making a loan application.

C. USE NONVERBAL SIGNS APPROPRIATE FOR SITUATION

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Use appropriate gestures and eye contact when talking.	1. Use appropriate gestures and eye contact during employment interviews.	1. Use appropriate facial expressions and posture when expressing a point of view at civic meetings.	1. Use gestures which enhance a child's understanding of how to perform a household task.
2. Use appropriate facial expressions and tone of voice when talking.	2. Use appropriate facial expressions and tone of voice when conversing with a supervisor.	2. Use appropriate nonverbal signs when campaigning for a political candidate.	2. Use gestures which enhance a friend's understanding of how to play a game.
3. Use movement and gestures which will help others to perform a task or find a location or an object.	3. Use gestures which aid a co-worker in learning to perform a production task.	3. Use appropriate nonverbal signs when engaging in informal discussions of political views with friends.	3. Use nonverbal signs to indicate sympathy to a friend.
4. Understand others' perceptions of nonverbal communication (i.e., know how others see us).			
5. Understand the consequences or social penalties of violating nonverbal codes (e.g., when a student sticks out his/her tongue at the teacher, there are social penalties).			

D. USE VOICE EFFECTIVELY

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Speak loudly enough so that others can hear when asking or answering a question or responding in class.	1. Use sufficient volume when making a presentation to a large group in an on-the-job setting.	1. Speak clearly and loudly enough to be heard in public debate or discussion.	1. Speak with appropriate* rate, volume and clarity in social conversations.
2. Speak with appropriate* rate and clarity when responding in the classroom.	2. Use appropriate* volume when conversing with a customer via telephone.	2. Speak with appropriate* rate, volume and clarity when expressing your views to an elected official.	2. Speak with appropriate* rate, volume and clarity when reporting a fire or accident.
3. Use sufficient volume, appropriate* rate and speak clearly when making a presentation to the class or to a small group in the classroom.	3. Speak with appropriate* rate, volume and clarity when conversing with your supervisor.	3. Speak clearly and loudly enough to be heard and understood when giving testimony in court.	3. Speak with appropriate* rate, volume and clarity when soliciting funds for a charity.

*"appropriate" is a subjective standard--there are many ways in which students can (and do) express themselves in an appropriate manner.

II. Oral Message Evaluation This set of skills involves the use of standards of appraisal to make judgments about oral messages or their effects.

A. IDENTIFY MAIN IDEAS IN MESSAGES

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Identify the task to be performed when teacher gives an assignment orally.	1. Identify the task to be performed when given instructions orally.	1. Select main ideas when listening to political speeches.	1. Obtain main ideas in messages concerning health related news.
2. Identify and select main ideas when taking notes in class.	2. Recognize performance standards for work assigned orally.	2. Identify key points in broadcast interviews with political candidates.	2. Identify main ideas in broadcast messages about tax return preparation.
3. Recognize differing kinds of messages given in the classroom: instructions, questions, requests, commands, praise, etc.	3. Recognize commitments, promises, threats, and commands.	3. Identify critical issues in trial testimony.	3. Identify main ideas in a contract agreement.
4. Recognize performance standards for class assignments which are orally presented.			

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B. DISTINGUISH FACTS FROM OPINIONS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Distinguish between facts and opinions in teacher's discussion, students' talk and one's own talk.	1. Obtain factual information about job opportunities.	1. Distinguish between facts and opinions in political speeches.	1. Distinguish facts from opinions in advertisements.
2. Obtain factual information about assignments.	2. Distinguish between facts and opinions in customer complaints.	2. Distinguish between evidence and opinion in testimony.	2. Distinguish facts from opinions with respect to effective illness treatment.
3. Distinguish between facts and opinions in media presentations in the classroom (films, records, tapes, and sound filmstrips	3. Distinguish between facts and opinions in labor-management disputes.	3. Distinguish between fact and opinion in newscasts.	3. Distinguish facts from opinions regarding nutrition.
4. Distinguish between fact (evidence) and opinion in research reports and classroom presentations.			4. Differentiate between newspaper editorials and articles on the basis of whether they deal with fact or opinion.

C. DISTINGUISH BETWEEN INFORMATIVE AND PERSUASIVE MESSAGES

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Distinguish between informative and persuasive messages in other students' classroom talk, teacher talk, and one's own personal responses and talk. 2. Distinguish between informative and persuasive messages on the public address system. 3. Distinguish between informative and persuasive messages in school assembly programs.	1. Distinguish between informative and persuasive messages in a job interview. 2. Distinguish between informative and persuasive messages from a union organizer. 3. Distinguish between informative and persuasive messages of management.	1. Identify when being subjected to propaganda. 2. Distinguish between informative and persuasive messages of politicians. 3. Distinguish between informative and persuasive messages of trial attorneys.	1. Identify when being subjected to a sales presentation. 2. Distinguish between informative and persuasive messages about purchasing on credit.

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D. RECOGNIZE* WHEN ANOTHER DOES NOT UNDERSTAND ONE'S MESSAGE

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Recognize when other students and the teacher do not understand what you mean. 2. Recognize when others do not understand your explanation of a problem or an idea. 3. Recognize when others do not understand your directions for completing a project or finding an object. *"Recognize" means "be aware of."	1. Recognize lack of understanding in other employees. 2. Recognize when a job interviewer doesn't understand your explanation of your work experience. 3. Recognize when a customer doesn't understand your directions for product use.	1. Recognize when another doesn't understand your position on a public issue. 2. Recognize when a public official doesn't understand your request. 3. Recognize when a judge does not understand your testimony.	1. Recognize when another family member doesn't understand your instructions. 2. Recognize when a doctor doesn't understand your description of your illness. 3. Recognize when a salesperson doesn't understand your request.

III. Basic Speech Communication Skills This set of skills deals with the process of selecting message elements and arranging them to produce spoken messages.

A. EXPRESS IDEAS CLEARLY AND CONCISELY

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Make a clear and concise report to a small group, or to the whole class. 2. Clearly and concisely state main ideas of a book or story. 3. Explain an assignment or class discussion to someone who was absent from class.	1. Make a report to your job supervisor. 2. Explain job requirements to a new employee. 3. State clearly relevant information about your work experience when applying for a job.	1. Describe a desired course of political action. 2. Describe an accident or crime to a police officer. 3. Explain citizens' rights to another.	1. Explain appliance malfunction to a repair person. 2. Explain an unfamilar task to a child or other family member. 3. Explain your values to your child or a friend.

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B. EXPRESS AND DEFEND WITH EVIDENCE A POINT OF VIEW

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Express and defend your view of a book, poem, or story, to the class. 2. Express and defend your reasons for a late assignment. 3. Express and defend your reasons for requesting another assignment, book to read, project to complete, or activity in which to be involved. 4. Express and defend your reasons for a confrontation with another student on the playground or in the lunchroom.	1. Express and defend your view in a union meeting. 2. Express and defend your suggestions for changes in job conditions. 3. Express and defend your reasons for job absence to your supervisor.	1. Express and defend your view in a political discussion. 2. Express and defend your innocence in court. 3. Express and defend your position in a city council meeting.	1. Express and defend your refusal to accept products or services you didn't order. 2. Express and defend your faith or religion. 3. Express and defend your feelings in a family discussion.

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C. ORGANIZE MESSAGES SO OTHERS CAN UNDERSTAND THEM

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Use a chronological order to explain when things are done in a research assignment or in making a project. 2. Use topical order when explaining what happens (happened), as in a history lesson. 3. Use a problem-solution order when explaining what is wrong and how the problem can be solved.	1. Use a chronological order to explain a complex business procedure to a co-worker. 2. Use a topical order when explaining production problems to a supervisor. 3. Use a problem-cause-solution order when making a suggestion to a supervisor.	1. Use a topical order to explain your political views. 2. Use a cause-effect order when giving an accident report. 3. Use a chronological order to explain a complaint to an elected official.	1. Use a problem-cause-solution order to explain your financial position when applying for a loan. 2. Explain to your child how to prevent accidents using a cause-effect order. 3. Use a chronological order to explain to a mechanic the development of an automobile malfunction.

D. ASK QUESTIONS TO OBTAIN INFORMATION

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Obtain information about class assignments, grading or performance standards. 2. Obtain suggestions about how to improve grades or performance.	1. Obtain information about correct job performance procedures. 2. Obtain information about job benefits. 3. Obtain suggestions about how to improve job performance.	1. Obtain information from public officials about laws and regulations. 2. Obtain information about another's evidence on a political issue. 3. Obtain information about a political candidate's views.	1. Obtain information about interest rates for purchases bought on credit. 2. Obtain information about your credit rating. 3. Obtain information about product safety.

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E. ANSWER QUESTIONS EFFECTIVELY

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Answer your teacher's questions about the assignments.	1. Answer a potential employer's questions about your qualifications.	1. Answer questions about your position on public issues.	1. Answer a doctor's questions about your illness.
2. Answer other students' questions.	2. Answer customer questions.	2. Answer questions of a census taker.	2. Answer a tax auditor's questions.
3. Answer a hall, lunchroom or playground monitor's questions.	3. Answer a supervisor's questions about your job performance.	3. Answer questions as a witness.	3. Answer a child's questions so that the child understands.
4. Answer questions about personal beliefs or ideas, or explanations.			

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F. GIVE CONCISE AND ACCURATE DIRECTIONS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Direct other students in performing classroom tasks.	1. Direct co-workers or subordinates in performing unfamiliar jobs.	1. Give directions to another about the procedures necessary to vote.	1. Teach your child how to play a game.
2. Instruct another student about how to use something in the classroom.	2. Instruct customers about product use.	2. Give directions to another about the procedures necessary to file a tax return.	2. Instruct repairpersons on how you want some repair made.
3. Direct others to specific locations in the city.	3. Instruct an employee about improving job performance.	3. Give directions to another about the procedures necessary to appear before the city council.	3. Teach your child what to do in case of fire.
4. Explain with other, new words (paraphrasing), when someone does not understand you.			

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G. SUMMARIZE MESSAGES

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Summarize oral instructions given by the teacher. 2. Give a summary of the small group's discussion to the teacher and remainder of the class. 3. Summarize your reasons for liking or disliking a book read for class (chapter, story, poem, etc.)	1. Summarize oral instructions given by your job supervisor. 2. Give a summary of customer suggestions to your job supervisor. 3. Summarize your qualifications in a job interview.	1. Summarize the position of a political candidate on a campaign issue. 2. Summarize the arguments for and against a controversial issue. 3. Summarize for another the laws/regulations pertaining to some action.	1. Summarize a public service message on auto safety. 2. Summarize for family members a telephone conversation. 3. Summarize for family members the family financial position.

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IV. Human Relations This set of skills is used for building and maintaining personal relationships and for resolving conflict.

A. DESCRIBE ANOTHER'S VIEWPOINT

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Describe the view of a character in a book, story or poem. 2. Describe the viewpoint of a friend or a teacher with whom you disagree about the meaning of a book, poem, story, chapter, incident, etc. 3. Describe the viewpoint of the hall, lunchroom or playground monitor about people following the rules.	1. Describe the viewpoint of a supervisor who disagrees with your evaluation of your job performance. 2. Describe the viewpoint of a co-worker who disagrees with your recommendations. 3. Describe the viewpoint of union officials in a contract dispute.	1. Describe the viewpoint of a friend with whom you disagree about public issues. 2. Describe the viewpoint of a legislator who proposes a law you oppose. 3. Describe the viewpoint of a jury member with whom you disagree.	1. Describe the viewpoint of a retail store manager to whom you return merchandise. 2. Describe the viewpoint of your spouse when you disagree on a major decision. 3. Describe the viewpoint of your neighbor who complains about your children's behavior.

B. DESCRIBE DIFFERENCES IN OPINION

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Describe differences in opinion whether with your teacher or other students in the class, about classroom-related topics. 2. Describe differences in opinion about grades or performance standards. 3. Describe differences in opinion about how the group should function when you and other group members do not agree on procedure.	1. Describe differences in opinion with co-workers about work related issues. 2. Describe differences in opinion with your supervisor about the steps necessary to accomplish a goal. 3. Describe differences in opinion with customers about product performance.	1. Describe differences in opinion with a legislator about proposed legislation. 2. Describe differences in opinion with other jurors. 3. Describe differences in opinion in a zoning hearing.	1. Describe differences in opinion with spouse about child rearing practices. 2. Describe differences in opinion with your doctor regarding health care. 3. Describe differences in opinion with spouse about the responsibility for household chores.

C. EXPRESS FEELINGS TO OTHERS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Express appropriately your personal reactions to changes in the classroom (warmth or cold, lighting, seating arrangement, being seated next to someone with whom you disagree, teacher's moving you when someone else started something, etc....). 2. Express appropriately your satisfaction with yourself on work you did well. 3. Express appropriately your satisfaction with something the others in the class did well. 4. Express appropriately your satisfaction with something the teacher did that you liked. 5. Express feelings of dissatisfaction with the behavior of other students regarding group work. 6. Express feelings of disapproval regarding another's behavior.	1. Express personal reactions to changes in job conditions to your supervisor. 2. Express satisfaction to a co-worker about his/her work. 3. Express feelings of dissatisfaction with co-workers regarding the quality of work interactions.	1. Express feelings of anger to your city councilperson. 2. Express your positive reactions to an elected official's work. 3. Express feelings of disapproval regarding a legislator's position.	1. Express dissatisfaction to a store clerk. 2. Express feelings of approval to your child for his/her school achievement. 3. Express feelings of sympathy to a friend whose parent has died.

D. PERFORM SOCIAL RITUALS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Introduce yourself at the beginning of the semester in a new class.	1. Introduce yourself at the beginning of a job interview.	1. Introduce a motion at a public meeting.	1. Make small talk in casual social settings.
2. Greet visitors to your room.	2. Greet customers.	2. Request an appointment with an elected official.	2. Introduce strangers to one another.
3. Conclude a conversation with the teacher.	3. Conclude a conversation with your employer.	3. Introduce a speaker at a political rally.	3. Introduce yourself.
4. Request an appointment to talk with the teacher after school (after class).			
5. Use "please" and "thank you."			

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X	X			SPECTRUM OF ENGLISH, Glencoe Publishing Company, 1978, K-6 (the recommended elementary language arts text).	X

NON-PRINT MEDIA

There are many dimensions of communication, and numerous opportunities for using films, videotapes, and multimedia materials as springboards to discussion of communication and communication skills.

The materials listed in this section are available at PSAB or Bennett Martin Library. Other materials are available from the University of Nebraska Media Center: check the catalog in the school media center.

When selecting films, check the media center card catalogue for a full description. Some of these may be referenced under such diverse items as: Human Relations, Courtesy, or Personal and Social Adjustment.

PSAB Films

These films may be ordered from the PSAB Film/Videotape Library. Consult the catalog, available in school media centers, for additional titles and ordering information.

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
		X	X			AM I DEPENDABLE?
		X	X			ANGEL AND BIG JOE
X	X	X				AT YOUR AGE
		X				BECAUSE IT'S FUN
X						BEEP BEEP
X						BEGINNING RESPONSIBILITY: DOING THINGS FOR .....
X						BEGINNING RESPONSIBILITY: RULES AT SCHOOL
			X	X		BEGONE DULL CARE
X						BEING ON TIME GAME
			X	X		BILL OF RIGHTS IN ACTION: FREEDOM OF SPEECH
		X				BREAKUP
		X				BROTHERS AND SISTERS
		X				BUILDING BRIDGES FROM MAN TO MAN
		X				BUT NAMES WILL NEVER HURT
		X				BUT THEY MIGHT LAUGH
		X				BUY AND BUY
			X	X		CACA QUIEN HACE SU PARTE
		X				CAN DO-CAN'T DO
		X				CAN I HELP
			X	X		CAREERS COMMUNICATIONS
X						CHARACTER PLAYING
		X				CHECK IT OUT
		X				CHICANOS TODAY
			X			CIPHER IN THE SNOW (must be hand-booked)
			X			CLAUDE
			X	X		COMMUNICATION BY VOICE AND ACTION
			X	X		COMMUNICATIONS OR CONFRONTATIONS
			X	X		CONFERENCE
			X			CONFORMITY: PARTS 1 AND 2
X						COURTESY, A GOOD EGGSAMPLE
X						COURTESY COUNTS

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
		X				CREATIVE PROBLEM SOLVING
		X				DECISIONS, DECISIONS
		X				DONNA--LEARNING TO BE YOURSELF
X	X	X				DR. SEUSS ON THE LOOSE: GREEN EGGS AND HAM
X	X	X				DR. SEUSS ON THE LOOSE: THE SNEETCHES
X	X	X				DR. SEUSS ON THE LOOSE: THE ZAX
		X	X			EVERY DAY OF OUR LIVES
X						EVERYBODY NEEDS A FRIEND
X	X	X				EVERYDAY COURTESY
X	X	X	X	X		FABLE
		X	X	X		FABLE OF HE AND SHE
			X	X		FILM AND HOW IT WORKS
			X	X		FILM: THE ART OF THE IMPOSSIBLE
			X			FLATLAND
X						FOLK TALES
X						FOLLOW ME
X						FOLLOWING INSTRUCTIONS GAME
X	X	X	X	X		FREE STREET THEATRE
X	X	X				FREE TO BE YOU AND ME, PART 1, FRIENDSHIP AND C
X	X	X				FREE TO BE YOU AND ME, PART 2, EXPECTATIONS
X	X	X				FREE TO BE YOU AND ME, PART 3, INDEPENDENCE
		X				FRIENDSHIP: A BEGINNING
		X				FRIENDSHIP: DISCARDING MASKS
		X	X	X		FRIENDSHIP FIRST, COMPETITION SECOND
		X				FRIENDSHIP: UNRAVELING KNOTS
X	X	X	X	X		GET THE MESSAGE
		X				GETTIN EVEN
X						GETTING ALONG
X	X	X				GETTING ANGRY
		X				GETTING EVEN
X						GETTING ORGANIZED GAME

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
X						GETTING THE MESSAGE
X						GOLDEN RULE GAME
		X	X	X		GOOD GOODIES
X						GOOD SPORT GAME
		X	X			HISTORY OF THE NEWSPAPER
			X	X		HOLDING THEM SPELLBOUND
		X				HOME SWEET HOME
X	X	X				HOPSCOTCH
X						HOW DO YOU FEEL
		X				HOW DO YOU SHOW
		X	X			HOW IS THE NEWSPAPER PRODUCED
X						HOW THE FIRST LETTER WAS WRITTEN
		X	X			HOW TO MAKE A MASK
		X	X	X		HOW TO MAKE A PUPPET
X						HOW TO SOLVE A PROBLEM
		X				I AGREE YOU'RE WRONG
X	X	X				I AM FREEDOM'S CHILD
		X				I DARE YOU
X						I FEEL ANGRY
X						I FEEL LOVING
X						I FEEL SCARED
		X				I WANT TO
			X			IDEAS ON THE THEATER WITH HAROLD CLURMAN
		X	X	X		IF YOU LABEL IT THIS, IT CAN'T BE THAT
		X				I'M SOMEBODY TOO
X	X	X				IMAGINATION
		X				IN MY MEMORY
		X	X	X		IS IT ALWAYS RIGHT TO BE RIGHT?
X	X	X				JEALOUSY: I WON'T BE YOUR FRIEND
		X				JEFF'S COMPANY
X						JOHNNY LEARNS HIS MANNERS

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
X						JOIN HANDS, LET'S GO
X	X	X	X	X		JOSHUA IN A BOX
		X				JUST JOKING
		X				JUST ONE PLACE
X						KINGDOM OF COULD BE YOU: COMMUNICATION
X						KINGDOM OF COULD BE YOU: FINE ARTS AND HUMANITIES
X	X	X				KITE TALE
X	X	X				LARRY, MR. JENKINS AND THE ANTIQUE CAR
X	X	X	X	X		LEAF
X	X	X				LEAVES
			X	X		LEO BEUERMAN
X	X	X				LET'S BE FRIENDS
X						LISTENING DISCRIMINATION, ASSOCIATION, MEMO... (3 films)
		X				LIVING WITH LOVE
X	X	X				LONELINESS, THE EMPTY TREE HOUSE
X						LOOK, LISTEN AND LEARN
X	X	X				LOON'S NECKLACE
X						LOPSIDELAND
		X	X			LORAX
		X				LOST IS A FEELING
		X				LOVE SUSAN
X						MAGIC HANDS
X						MAGIC SNEAKERS
		X	X	X		MAKE A WISH BELL
		X	X	X		MAKE A WISH CIRCLE
		X	X	X		MAKE A WISH DO[illegible]
		X	X	X		MAKE A WISH FIRE
		X	X	X		MAKE A WISH GIANT
		X	X	X		MAKE A WISH GLASS
		X	X	X		MAKE A WISH HORSE
		X	X	X		MAKE A WISH ROPE

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
		X	X	X		MAKE A WISH TREE
		X	X	X		MAKE A WISH WATER
		X	X	X		MAKE A WISH WIND
X						MAKE WAY FOR DUCKLINGS
			X	X		MANY HEAR--SOME LISTEN
X						MATCHING UP
		X				MATERIALS AND MESSAGES THROUGH AGES
X						ME, TOO
		X				MEAN, NASTY, UGLY CINDERELLA
			X	X		MIME OF MARCEL MARCEAU
		X	X			MODERN NEWSPAPER PLANT
X						MOST IMPORTANT PERSON: ATTITUDES
X						MOST IMPORTANT PERSON: CREATIVE EXPRESSION
X						MOST IMPORTANT PERSON: FEELINGS
X						MOST IMPORTANT PERSON: GEETING ALONG WITH ....
X						MOST IMPORTANT PERSON: IDENTITY
X	X	X				MRS. BARKER'S HOUSE
		X				MUST I, MAY I?
X						MY TURTLE DIED TODAY
X						NAUGHTY OWLET
X	X	X				NEW GIRL
			X			NEW KID ON THE BLOCK
			X			NIGHTMARE IN RED: PARTS I AND II
X	X	X	X	X		NO MAN IS AN ISLAND
X	X	X	X	X		NOTES ON A TRIANGLE
X	X	X				OBSERVING AND DESCRIBING
			X			OMEGA
			X	X		ONE EYED MEN ARE KINGS
			X			ORAL LYRIC POETRY
		X				ORANGE AND BLUE
X	X	X				OSCAR, AUNT LORRIE AND THE TOP HAT

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
			X	X		OTHER WOMEN, OTHER WORK
			X	X		PEEGE
		X	X			PEOPLE: DIFFERENT BUT ALIKE
		X				PEOPLE NEED PEOPLE
		X				PLAYS
X						PLAYWRIGHTS
X						POETS
			X	X		PREJUDICE FILM
			X	X		QUESTION
X	X	X				REACH OUT
X	X	X	X	X		RED BALLOON
X						RESPECTING OTHERS GAME
X	X	X				RESPONSE TO MISBEHAVIOR
			X	X		RHINOCEROS
			X	X		RIGHTS, WRONGS AND THE FIRST AMENDMENT
			X	X		ROAD TO CHARLIE
X	X	X	X			ROCK IN THE ROAD
			X	X		SATELLITES: SERVANTS IN THE SKY
		X				SATIRIC EYE
X						SCENE PLAYING
		X				SCHOOL PROBLEMS: GETTING ALONG WITH OTHERS
		X				SCRIPT WRITING
		X				SENSE OF JOY
			X			SEX ROLE DEVELOPMENT
		X	X			SIGNS OF THE TIMES
			X	X		SOCIAL SIDE OF HEALTH
					X	SOMEBODY SPECIAL (must be hand-booked)
X						SOMEDAY
		X				SOMEONE SPECIAL
			X	X		SPECIFIC TERRIFIC
			X	X		STAGE FRIGHT

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
X						STORIES
X						STORY MAKER
X						STORY PLAYING
X						STORY TELLING
X	X	X				STORYMAKER
			X	X		THE STRING BEAN
		X				STRONG FEELINGS
X						TALK, TALK, TALK
X						TALL TALES
		X				TALL TALES
			X			TALL TALES
X						TELEPHONE KIT
			X			TELEPHONE MANNERS
			X	X		TELETRAINER, PARTS 1 AND 2
X	X	X				THIS IS MY FRIEND
			X	X		THRESHOLD
X	X	X				TIME FOR RAIN
			X			TO ANOTHER MOON
X						TOES TELL
X	X	X				TOMMY SUZIE AND THE CARDBOARD BOX
		X	X	X		TRANSFORMATION OF MABEL WELLS
		X				TRAVELIN SHOES
			X			TWO MEN AND WARDROBE
		X				UNDERSTANDING AND COMMUNICATION
		X				VALUES: CHOOSING PRIZING ACTING
		X				VALUES: GETTING IT ALL TOGETHER
		X				VALUES: UNDERSTANDING OTHERS
		X				VALUES: WHERE DO I STAND
x						VELVETEEN RABBIT
X						VERY FIRST STORY EVER TOLD
			X	X		WALTER KERR OR THEATRE

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
X	X	X	X			WATCH OUT FOR MY PLANT
X	X	X	X	X		WATERS OF YOSEMITE
			X			WEAPONS OF GORDON PARKS
		X				WHAT DO YOU MEAN?
X						WHAT IF
X						WHAT'S HAPPENING
			X	X		WHAT'S IN A PLAY: DRAMATIC ACTION
			X	X		WHAT'S IN A STORY
		X				WHAT'S RIDING HOOD WITHOUT THE WOLF
		X				WHEN IS HELP
X	X	X				WHEN YOU GROW UP: COMMUNICATION
X						WHOSE SHOES
		X	X	X		WHY COMMUNICATION SATELLITES
			X	X		WHY MAN CREATES
X						WHY WE NEED EACH OTHER
X	X	X	X	X		WINTER GEYSER
X	X	X				WIZARD OF OZ
X						WORDS
		X				WORDS, WORDS, WORDS
			X	X		WORK PREJUDICE FILM
		X				YES I CAN
X	X	X				YOU
		X				YOU BELONG
X	X	X				YOUR SELF IMAGE
			X	X		YOU'RE NOT LISTENING

MULTIMEDIA MATERIALS

Order from Staff Media, PSAB. Call 473-0283.

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
X						BAFA BAFA (simulation game)
				X		BLACK AND WHITE (simulation)
X	X	X				DEVELOPMENTAL LANGUAGE LESSONS, Level 1, by Charlane W. Mowery and Anne Repogle, Hingham, Massachusetts, Teaching Resources Corporation. *This kit contains cards which list activities which will help teachers to deal with expressive-language-children in the classroom setting. The kit provides teachers and clinicians with an ongoing developmental approach for working with language-delayed children. Guide included.*
X						FIVE SENSE STORE: THE AESTHETIC EDUCATION PROGRAM (films, posters, cards, games and booklets)
X						LANGUAGE AND THINKING PROGRAM (cassettes, transparencies, cards, games, manipulatives and guides)
			X	X		LEADERSHIP GROUP DECISION MAKING *Numerous filmstrips and cassettes are available which provide insights into leader/group roles.*
			X	X		NONVERBAL COMMUNICATION (filmstrips and cassettes)
			X	X		PERSONAL COMMITMENT: WHERE DO YOU STAND? (filmstrip/cassette)
			X	X		PERSUASION (text, guide, tape)
			X	X		PERSUASION BOX (book, ditto master, film, filmstrip, games)
		X	X	X		PREJUDICE (sound filmstrips, records, guide)
X						PRE-READING LISTENING AND THINKING SERIES (cassettes, booklets, teachers' guides)
			X	X		REFLECTION OF MYSELF: THE ADOLESCENT EXPERIENCE (filmstrip/cassette)
			X	X		RUMOR CLINIC (filmstrip or transparencies) *The pictures are designed to promote discussion of stereotyping. Students are shown a picture which they are to observe, carefully. One student is sent out of the room and the remainder of the class describe everything they can remember from the picture to the student who has not seen the picture. This experience illustrates that perception (observation) is based on past experiences and that it is a selective process.*
				X		SOCIAL SECURITY (simulation)

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
				X		STAR POWER (simulation game)
			X	X		THEATRE GAMES KIT, Spolin, Viola, St. Louis, Missouri, Cemrel, Inc., 1975.
			X	X		UNDERSTANDING YOUR PARENTS (filmstrip/cassettes)
				X		THE UN-GAME (simulation)
		X				WORDSMITH (ITV series in language development)

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
						ITV VIDEOTAPES
						Order from the PSAB Film/Videotape Library.
X						I LAND TREASURE -- SPEECH AND LISTENING (15 lessons, 15 minutes, kindergarten)
				X		TELEVISION PRODUCTION AND DIRECTION (cassettes)
					X	WHO IS SYLVIA? (television and children)
X						WORD SHOP: LISTENING, SPEAKING, WRITING SKILLS (30 lessons, 15 minutes, grades 2 and 3)
		X	X	X		WORDSMITH VOCABULARY DEVELOPMENT (38 lessons, 15 minutes, grade 6 and up)

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
						BENNETT MARTIN PUBLIC LIBRARY
						(Partial listing)
				X		BAGGAGE *This selection is done entirely in mime by Japanese artist Mamako Yoneyama with only music and sound effects. Portrays an allegory of one person's journey through life with the burdens to carry (pantomimed "baggage"). Could be used to demonstrate mime as an art form and dramatic medium or various film techniques; could stimulate discussion of freedom and responsibility, or emotions and/or nonverbal communication (how we can communicate without the use of words).*

K-3	IGE 3-4	4-6	7-9	10-12	Professional	
		X	X	X		BERFUNKLE
X	X	X	X	X		THE CALYPSO SINGER
				X		THE CAVE
						Takes some liberties with Plato's allegory, but useful in studying the separation of truth and illusion, perceiving, points of view, and the responsibilities of leadership. Especially points out that leadership may not bring popularity and may require courage in communicating the truth.
		X	X	X		A CHILD'S CHRISTMAS IN WALES
		X	X	X		FREEDOM TO READ
X	X	X	X	X		THE GREEN CIRCLE
			X	X		THE HANGMAN
			X	X		JAIL KEYS MADE HERE (nonverbal)
			X	X		MR. CHAIRMAN: THE FUNDAMENTALS OF PARLIAMENTARY LAW
				X		MOODS OF SURFING
		X	X	X		OF HUMAN RIGHTS
		X	X	X		PENPOINT PERCUSSION AND LOOPS (nonverbal, creativity)
				X		A TIME FOR BURNING (prejudice, stereotyping, interpersonal relationships, human relations)
				X		THE SPEAKER
						Excellent film for starting discussions on freedom/responsibilities, group decision making, democracy in action, leadership and the functioning of the group, group consensus, prejudice, stereotyping, and many other ideas.